

1953

NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE



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- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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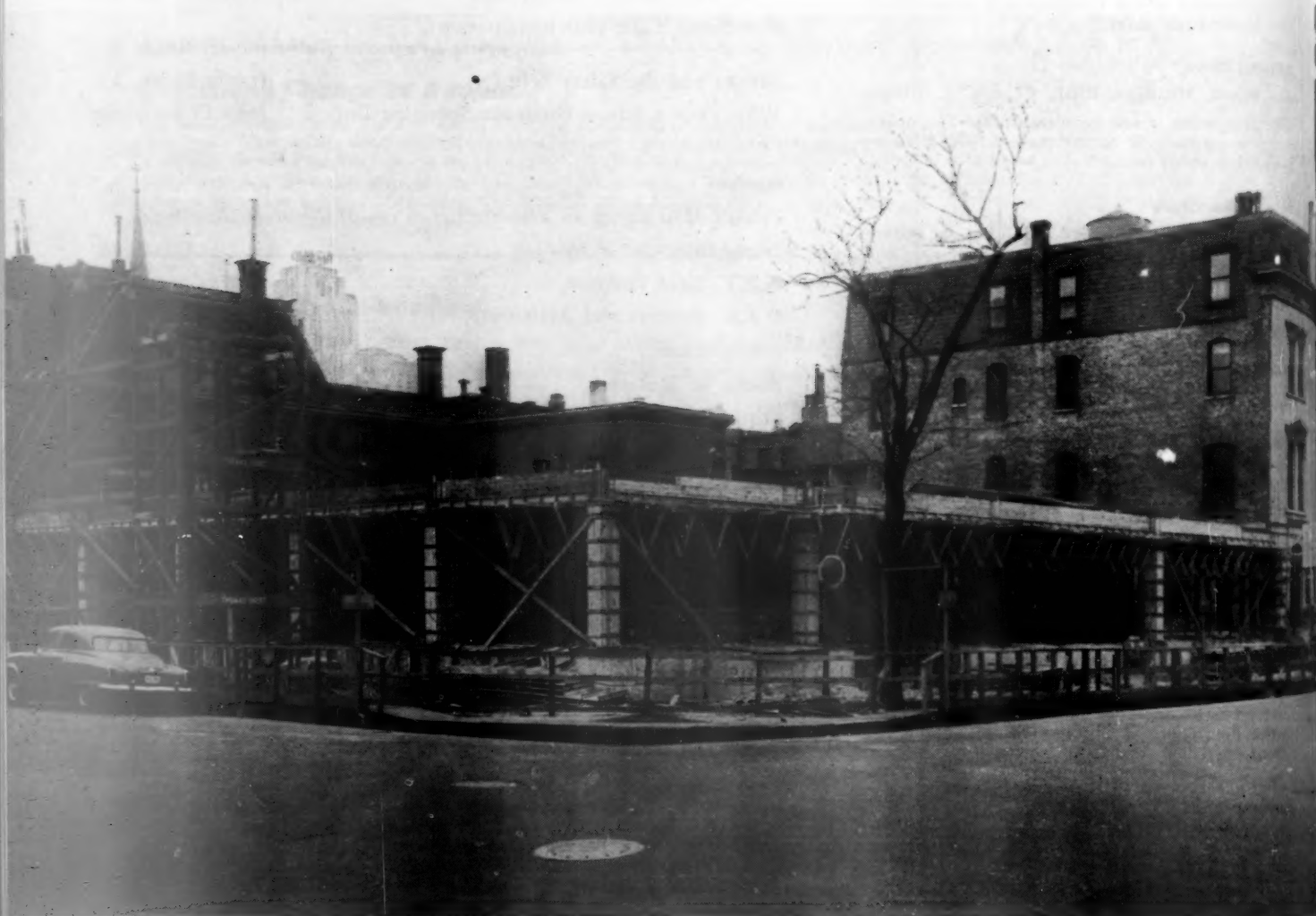
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Our national headquarters building



The new home of the parent-teacher organization rises sturdily and steadily. When the construction photograph was taken, on April 29, the first-story structure was finished, and the second story was ready to receive its concrete flooring. By the time this issue of the *National Parent-Teacher* reaches our readers, both the second story and the three-story section will have been roofed and the brick work well started—weather permitting, of course.





While We May

"SPRING, the sweet spring, is the year's pleasant king," said Shakespeare—and many another poet in many another phrase. And the heir of spring is summer, the crown of the year. Summer is the time when our children, released from school, grow and develop daily before our eyes, enriching our lives with their ever new wonder and charm, their delightful unexpectedness, their hunger for experience. Moreover, they are with us in a time of relaxation and ease, and we are freer to share their adventures with them.

There is no vacation, of course, from parent-teacher work, for the true parent-teacher member always has plans to make. Now is the season when the children themselves may add to the agenda, both directly and indirectly. They have time to show us what they need, and we have more time to listen and respond. Through them we learn not only their own needs and desires and aspirations, but those of the whole community. From their fresh, unspoiled minds and hearts we come to a new realization of the value of freedom and the danger—to ourselves, our community, and our country—that lurks in any departure from the ways of freedom.

IN SUMMER there is more opportunity too for meditation and musing, two things of which the world is sorely in need. We are so busy throughout the other three seasons that we are pressed for time to rediscover ourselves and our children, to measure our own

growth and theirs, to check up on old intentions and "hold fast to that which is good," at the same time forming new intentions out of the miraculous treasury of the mind. We cannot live today without co-operative effort, and to make such effort vital and worth while, each of us has need of solitude. How much power there is in quiet, solitary thought and what great things it may engender is known to those who choose at times to be alone.

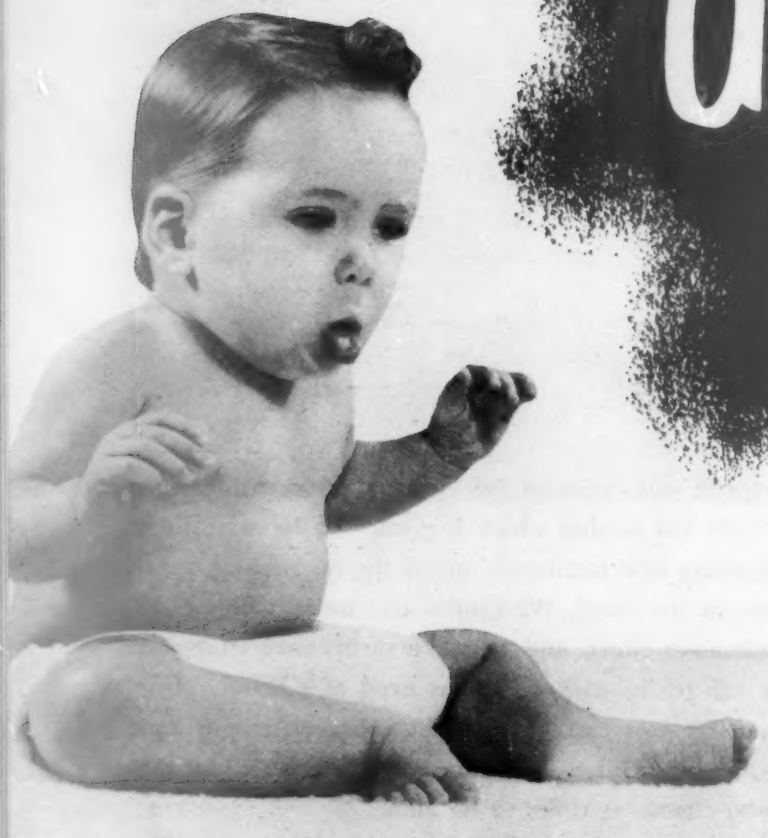
The newborn summer, therefore, is a gift. Let us use every moment of it worthily for ourselves and our children. The children expect to have fun. Let us see that they do, and let us see that we share a good deal of it with them. Let us never know the time when we shall say, "How much I missed! How much I could have given to my children! How much I could have learned from them in return—if I'd only have taken a little time." This sorrow is all too frequent when the children are grown up and gone. Let us resolve today that, whatever we have missed of them, avoidably or unavoidably, we will miss no more. And perhaps by the end of the summer we shall have learned how much we have gained thereby.

Lucille P. Leonard

President, National Congress of Parents and Teachers

The Importance of

Untroubled Babyhood



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Benjamin Spock, M. D.

WE HAVE BEEN hearing more and more lately about the deep roots of the neuroses and behavior problems that develop in older children and adults. For these emotional disturbances are due only in part to recent stresses. Usually they have some roots that go all the way back to earliest childhood. This is not to say that the everyday tensions most of us have gone through with one child or another—the worry whether the first baby was eating enough, the temper-tantrum phase of another child—are all going to have bad consequences. Far from it. But there's no doubt that if a child's first two years are distinctly unhappy for himself and his parents, it will be harder for them to get along comfortably in the following years. If, conversely, parent and child get through the first couple of years swimmingly, it will take a lot to throw them off balance later. So it's worth our while to look into the causes of early tensions and see if they can be prevented.

"Little but—oh, my!" aptly describes His Infant Majesty. And when the bundle of joy turns into a bundle of iron-clad whims, parents don't always know just how to manage. Here are some suggestions from an authority whose knowledge and understanding have won him the confidence of thousands of parents.

A number of pediatricians, psychiatrists, and obstetricians have recently become interested in making the lying-in period more natural and reassuring. They have felt that the usual practice of keeping babies in a hospital nursery, from which they are brought to their mothers only at intervals, has sometimes given an inexperienced mother the impression that she is of little importance to her baby and that its care can be entrusted only to medical experts.

You have no doubt heard of the so-called rooming-in arrangement being experimented with in hospitals in Detroit, Washington, New Haven, and elsewhere. The baby's crib remains in the mother's room so that she can become familiar with his noises, moods, movements, and appetite and so that she can breast feed him when he is hungry rather than according to the clock. Preliminary reports suggest that the effect is good, not only on mothers and babies but also on fathers. Too often the father is apt to feel like a rank

outsider, a germ carrier from whom the baby must be shielded. In the rooming-in arrangement, he and he alone is allowed to visit.

There has been a growing tendency in the last few years to discard rigid feeding schedules, which in the past have probably encouraged mothers to become tense and arbitrary. A goodly number of pediatricians now recommend that the baby be fed when he seems hungry, irrespective of the clock. Although this method has a solemn name, the "self-demand schedule," and sounds newfangled, it is nature's own and was used by the entire human race until the turn of the century. A better but duller term might be "self-regulated schedule." Surprisingly—or perhaps not so surprisingly—most babies are found to work themselves into a fairly regular schedule in a short time.

These two new practices, rooming-in at the hospital and self-regulation of the baby's schedule, appear to be of real value in building the new mother's confidence and giving her a relaxed attitude toward her child.

Here in America the most common problems during the child's first year are feeding problems. A few are created in the early weeks of life if the formula prescribed proves too large and if the nurse or mother tries to make the baby take it all. The baby who, every time he falls asleep satisfied, gets the soles of his feet slapped and the nipple stirred vigorously in his mouth, begins to lose his enthusiasm for food. As time goes on he may become balky and irritable. If his resistance to feeding becomes well established, it may last for years.

Revolt at Mealtime

A commoner time for feeding rebellion is when the baby is introduced to solid foods. Most infants, despite their eagerness for calories, are at first very doubtful about these additions to their menu. The taste, the spoon, the consistency, the method of swallowing are all new. Usually the young skeptics will decide after a few days that the substance is at least nutritious and gradually develop more enthusiasm. Some, however, become increasingly intolerant as the days go by. If the struggle is kept up, the mother may report that at the end of ten days the baby is beginning to refuse his beloved bottle too!

To prevent these early feeding difficulties, doctors today tell us that the baby nearly always knows how much milk he needs at each feeding, that solids can be started slowly and tactfully until he learns to like them. Breast feeding is being encouraged more than before; it lends itself to the baby's needs and strengthens ties between mother and child.

Attempts to wean the baby before he is ready have sometimes caused bad feeling. Some bottle-fed babies show a readiness for gradual weaning to the cup in the period between eight and twelve months of age.

How do they show it? They become less eager for the bottle, stop to play with the nipple, and take milk readily from the cup. On the other hand, even though they have willingly drunk a little milk from the cup from as early as five months of age, at around nine months many of them will bat the cup away suspiciously or, pretending they have forgotten what to do, let all the milk run down the sides of the chin. They seem to become very shrewd at this stage of development, very suspicious that the bottle is about to be taken away. These are the babies who are generally devoted to the bottle, eying it during the solid part of their meal, stroking it and murmuring to it as they drink the contents to the last drop. Forcibly depriving them of it is likely to produce not only a prolonged refusal to take any milk from the cup but unhappy behavior for a number of days and sometimes a complete hunger strike until the frightened mother gives in.

Breast-fed babies, on the other hand, rarely balk at weaning from breast to cup in the last quarter of the first year. In fact, they tend to wean themselves, nursing for shorter periods and gladly taking increasing amounts from the cup. Why the difference in attitude? Well, there appear to be at least two reasons. First of all, breast and cup are less similar than are bottle and cup, and it seems to be the shift to something similar that an opinionated baby resists.

Another factor is the nine-month-old baby's desire to be independent during meals. He is now likely to want to sit up for his spoon feeding and, if he is bottle fed, to take the bottle away from his mother's hands and drink the whole contents while sitting bolt upright. In other words, the breast-fed baby may prefer to wean himself not so much because suckling has lost its charm but because he is impatient in the dependent, cuddled position.

Enter the Young Autocrat

The second year brings pronounced changes in an infant's personality and behavior and calls on the mother for entirely new resourcefulness and adaptability. During the first year she became accustomed to his automatic cooperation. If she offered him a teaspoonful of spinach, he was likely to open his mouth just as eagerly as he would for applesauce. Even though he liked it less, he was too hungry to quibble. If it was convenient for her to have him in the play pen, she could put him there, give him a couple of familiar toys, and know that he would play happily.

Around the time of his first birthday, however, the baby is able to move around independently, and he acquires a charge of energy that keeps him going all day. He explores constantly—shakes table legs, pulls lamp cords, removes every book from the bookcase, and climbs up on anything he can reach. His ego is taking definite shape. He senses he is a sepa-

rate person, entitled to wishes and a will of his own. He learns to say "No" and uses it on all occasions, even in response to suggestions that appeal to him.

As he becomes more insistent on his independence from his mother, he simultaneously becomes aware of his dependence. He may cry each time she leaves him alone. If he is allowed freedom to explore in the house, he scrambles back to her at regular intervals for reassurance. In the doctor's office he who at ten months was quite unconcerned about being examined now leaps to his feet and, yelling, tries to climb off the table into his mother's arms. He is likely to be frightened by noisy, moving objects, such as vacuum cleaners. Undoubtedly it is part of his total pattern of emotional development that along with the new ability and desire to explore away from his mother he also has the instinct to hurry back to her noisily when he meets something strange.

A majority of babies at about the age of one year show the same exaggerated arbitrariness in appetite that they show in other matters. Probably the less rapid gain in weight and the discomfort of molar teething play a part in his sudden decrease in appetite. But over and above this he shows an irritating choosiness. He may refuse to touch the vegetable that yesterday was his favorite. He may turn against all vegetables for weeks and even months at a time—or against cereal and milk. The conscientious mother, sure of the importance of the balanced diet, is tempted to become bossy and insistent. If she does, her child's temporary dislike of certain foods may be turned into a permanent hate. Certainly more feeding problems begin in the second year than in any other period. The irritation of the frustrated mother and the balkiness of the child easily spread into other aspects of their relationship.

Problems According to Pattern

It's good for the mother to know ahead of time that appetite is likely to fall off at this time. She and the doctor can use their knowledge of dietetics to get around trouble instead of into it! A child who is taking fruit, milk, and his oil drop can do without vegetables for months. Some children can leave out most starches and remain quite plump. A pint of milk a day does quite well up to the age of three.

In his second year, too, a child is likely to go through at least a brief period of balkiness about going to the toilet. This is another aspect of his increasing awareness of himself and his rights. Actually, however, few revolts occur in the babies whose movements are naturally regular. It is the child who is naturally irregular whose mother is tempted to put him on the seat too often and to insist that he stay on too long. Also, one painfully hard movement may be enough to create a dread of the toilet that may last six or eight months. Whatever the cause of the initial resistance, a mother's insistence increases the

child's obstinacy, anxiety, and guilt. When he eventually decides to give in and perform in the right place, he may show anxiety about other forms of dirtiness, too.

Easygoing parents have known for a long time that most children will train themselves, somewhere around two years of age. Being intensely imitative at this period, they decide they want to use the toilet just as their brothers, sisters, and parents do. They usually get so enthusiastic about this grown-up ceremony that at first they want to try it every fifteen minutes. They often accomplish bowel and urine training in short order and at the same time. When nighttime control comes (in some children after daytime control, but in others before) it's apt to be for good and all, because the child who has trained himself doesn't think of using bed-wetting as a weapon against his parents.

However, some parents—perhaps those trained strictly in their own childhood—just can't bear the idea of waiting until their children are two years of age. It's probably better for such parents to teach their children about the toilet for bowel movements in the seven- to twelve-month period—if the movement is regular enough to be caught easily. The twelve- to twenty-four-month period is probably the hardest time to start because of the child's balkiness.

Through Confusion to Confidence

This second year of life is difficult for many parents, especially the very conscientious ones. Nothing that happened in the first year, when the baby had so little inclination to argue, has prepared them for this opinionated explorer. Furthermore, physicians, psychologists, and educators have sometimes been more confusing than helpful by offering what often seem contradictory and shifting philosophies. Many parents have come to believe that not only physical punishment but even displays of masterfulness are a little bit shameful, and this has left them feeling like beginning bicyclists trying to ride no-handed.

The main trouble, it seems to me, has been that in the past fifty years parents and professionals alike have been trying to find out everything about children all at once. After each new block of knowledge we hopefully think we have the final answers, only to find out from our new errors that it is much more complicated than we thought! Now that we are paying more attention to what children themselves are like and what they need at different stages, I think we are on safer ground.

Benjamin Spock, M.D., pediatrician and psychiatrist, is the relied-upon guide of the many parents who keep his Pocket Book of Baby and Child Care always within reach. Dr. Spock is professor of child development, University of Pittsburgh School of Medicine, and has been consultant to the Mayo Clinic.

Johnny's Textbooks: How Good Are They?

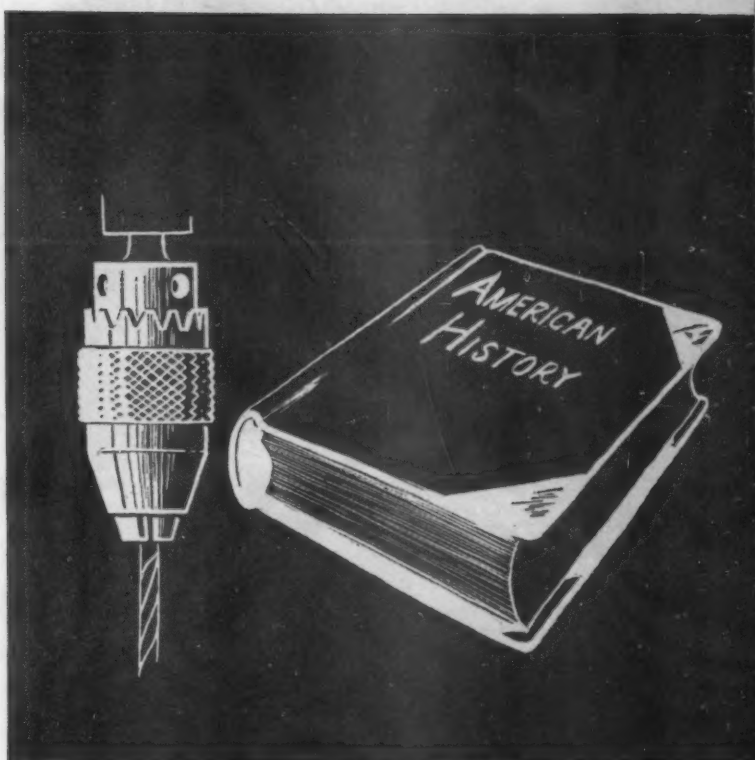
Committee on School Education
National Congress of Parents and Teachers
John W. Studebaker, Chairman

How can we judge Johnny's textbooks fairly? A question of no little importance, for when we judge a book we place on trial not only the book but our beliefs, our standards, our faith in education. This last of three articles on your child's textbooks—a series closely related to the Action Program of the National Congress of Parents and Teachers—describes some of the calm cautions called for in the judging of school books.

IF YOU WANT to know more about your schools, why not get acquainted with the textbooks that you're buying for son John and sister Susie every year? Certainly you're buying them, even if your schools have free textbooks. You're a taxpayer, and textbooks, like the schools themselves, are paid for with taxpayers' money.

But the cost of textbooks and the fact that you pay for them are really of minor importance. Actually less than 2 per cent of the money spent for your school goes for textbooks. At the same time it is often said that, except for the teacher, the textbook is the most essential item in your child's education. Its value and importance cannot be measured by its cost.

How good are your child's textbooks? You'll probably never know unless you find out for yourself. Never have there been so many conflicting reports about American textbooks. On the one hand we hear that textbooks are "dull, deadening, and unattrac-



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Textbooks can be judged like other tools. The value of the chuck and the value of a certain textbook are both judged by the standard of usefulness. And what we need to know about a textbook is very much the same as what we need to know about a chuck.

tive"; that they are subversive; that they are "poisoning the minds of our school children"; and that they are teaching-collectivism, socialism, and Communism. On the other hand we are told that "American textbooks are the best in the world"; that "our textbooks are essential weapons of defense"; and that "there is nothing more American than the American textbook."

The average parent is bewildered. He doesn't know what to think. But he's intelligent enough and independent enough to decide that he's not going to let someone else think for him. He's going to take a personal look at the books his children are using in school and find out how good they are.

Textbooks Are Tools

It's for you to decide how good they are. But it's not too easy a decision to make. First of all, you will discover that you can't read and judge textbooks the way you would read and judge a novel or a maga-



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zine article. Not that they aren't interesting and well written (some of them are, and some of them are not), but they are not written to be read in one or two sittings. *A textbook is a teaching and study aid.* It's really a tool of learning, and, like any tool, its value must be judged by its usefulness. You will want to read a textbook, therefore, with the idea of discovering how well it fulfills this purpose.

There is a device called a chuck, which is used to hold such tools as drills and screwdrivers in a machine. It is an ingenious and exceedingly useful tool. It's a pretty thing to look at, too, even if its name is hardly suggestive of beauty. Now if a group of chucks were spread out on a table for you to look at and handle, you could easily decide which one was more attractive than another. It would hardly occur to you, however, that you could spot the best chuck in the group just by its looks. No more should you expect to spot the best textbook by a casual sampling of its contents.

The chuck and the textbook are both tools, even though one looks like a tool and the other does not. And what you need to know to judge a textbook is very much the same as what you need to know to judge a chuck: (1) What is it for? (2) How is it used? (3) What is the person who uses it trying to do? (4)

What other tools does he use along with it? (5) How well does it do the job it's supposed to do?

Let's assume that your Johnny is studying American history in the eighth grade. He brings home his history textbook from time to time. Very likely he will be amused and interested if you ask to borrow that book so you can study it for yourself. Where do you begin?

What Is the Author Trying To Do?

The answer to the first question we asked about the chuck—"What is it for?"—isn't quite as obvious as it seems. To find it, you will have to begin your study of Johnny's history text by reading what the author has to say about the book. In many books you will find an author's "Preface," "Foreword," "Introduction," "Note to the Teacher," or whatever it is called. In that section of the book, technically known as "front matter," the author probably has a good deal to say about what his book is for. Usually he sets down there what he believes are the aims of the history course. He may explain how and why he believes his book will help achieve those aims. Perhaps he talks about the reason for arranging the topics as he has, how much space he has allowed for various topics and why, what he is trying to do with illustrations, and what connection they are supposed to have with the reading matter. If so, he is describing this book as a tool, to give you his idea of what the tool is for and how well he thinks it will work.

As you read these introductory remarks you are pretty sure to find yourself comparing *your* views of the aims of an American history course with the author's views. Maybe you will disagree with some of the things he is trying to do for the student readers of his book. In any event you will probably become interested enough in the author's description of his book to want to know more about it.

But suppose there is no preface or introduction in the book? In that case, there's an easy way to get the information you need. Simply write to the publisher. He will gladly send you further descriptions of the book and his own and the author's estimate of its value for teaching and learning. He may also include reviews and comments, information about the authors, and lists of towns, cities, and states that are using the book.

All this material, particularly the descriptions of the book as a teaching and learning instrument, will help you to decide, as you read, how well it seems to live up to the claims made for it.

Ask the Teacher

But there's a second question to answer before you spend a lot of time studying Johnny's textbook. It's the second question we asked about the chuck, "How is it used?" Then go on to the other questions we asked about the chuck: "What is the person using

it trying to do?" "What other tools does he use with it?" And, in the judgment of the user, "How well does it do the job it's supposed to do?"

Again there's a fairly easy and direct way to get answers to those questions. Consult the school authorities. They can arrange to have Johnny's American history teacher tell you how he uses this particular text. Maybe it's one of several such texts studied by his pupils, or it may be the only one—what is technically known as a "basal" text. Perhaps it's merely referred to from time to time for information about certain topics. It's entirely possible that the teacher finds this book most useful as the statement of a point of view or an interpretation with which he does not fully agree. In that case it may give him just the opportunity he needs to develop wholesome argument and discussion in his classes.

Johnny's teacher can also tell you *his* aims in teaching American history and how the book helps him achieve them. He can tell you about the other tools of instruction he uses—other textbooks, if any; books for library reading; newspapers and magazines; materials distributed free to the schools; and visual aids such as films, slides, movies, maps, charts, or what not, in addition to the pictures in the book. He will also be glad to tell you how good a job he thinks Johnny's history text does along with the other tools he mentions, how important it is in his whole program of teaching American history, and whether it fits in with his pupils' background of experience and interest.

So a conference with Johnny's teacher seems very much in order. There's no better way to get the background you need to make a sound critical judgment of the value of Johnny's textbook.

Join a Group

Your textbook study project can be made much more interesting if you make it a group activity. Get the members of your parent-teacher association interested in a study of their children's textbooks. See that the group is truly representative of all the citizens of your community, that it is genuinely interested in building stronger, better schools for your children, and that it recognizes the importance of working constructively with school people toward this goal. Such a study will not only make the project interesting and stimulating, but it will save the time of Johnny's teacher, particularly if he is a member of the P.T.A. and can talk with the parents of all of his pupils at the same time.

Once you have the answers to these few simple questions that you might ask about any tool, then you can spend some time with the book—reading it, thinking about it, and asking yourself some more questions. How well do you think it teaches what it is supposed to teach? Do you think Johnny can understand it? How well does it seem to meet the

aims that the author and Johnny's teacher set for it? Does the textbook appear to be well printed, well bound, well illustrated? Just for fun and for the sake of comparison, you might make a trip to the attic and see if you can find one of your own old textbooks—your text in American history, if possible. How do you rate it beside Johnny's book? Which one would you rather use today?

Up-to-dateness

It's always a good idea to take a look at the copyright date of a school book. But don't be too much influenced by it. Some books *need* to be more up to date than others, and almost any textbook reflects to some extent the "climate of opinion" in which it was written. A history text published ten or twenty years ago may express a point of view that was acceptable to you when the book was written but that you cannot support in the light of later events. Up-to-dateness may therefore be particularly important in a history textbook.

It's entirely possible, on the other hand, that an arithmetic text or an anthology of literature published a number of years ago is as good for its purpose as are any of the more recent books. So it never pays to conclude flatly that an old copyright date makes a book too old for use. Nor is it necessarily true that a current copyright date makes the book as up to date as it can or should be. Any conclusion you may arrive at on the basis of copyright dates needs to be checked the hard way—by reading the book itself to find out how up to date it is and by deciding at the same time how up to date it needs to be.

As was suggested at the start, you can't hope to make any very sensible decisions about a textbook's value if you sit down and try to read it like a novel or a magazine article. Read enough at a time to get the "feel" of what the author is trying to do. How well is he teaching you? How good do you think that



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teaching is for Johnny? You will probably find some statements with which you disagree in Johnny's history textbook. Only when we all think exactly alike and there are no differences of opinion about *anything* will a history text be prepared with no ideas or statements with which anyone would disagree.

Furthermore, seldom is an isolated statement or paragraph of first importance. No fair-minded person is going to be impressed by your rating of a book if that rating depends solely on a few quotations taken out of context. Instead, consider the impression, or impact, of an entire chapter or unit. When you do that, you may well find yourself supporting the author's teaching with enthusiasm, however much you may question an occasional statement. Always remember, too, that what an author has to say must be judged by how his book is used as a teaching tool and by the way the teacher supplements the text with his own teaching.

What the Teacher Teaches

In teaching literature, for instance, the teacher can impress upon boys and girls the fact that merely asking them to read something an author has written does not mean he is giving that author wholesale approval. He can make them understand that his enthusiasm for a poem, a short story, essay, or novel by a certain writer doesn't necessarily include enthusiasm for everything that writer ever wrote or for his personal habits and ideas in general. In fact, today it is more important than ever that every teacher of literature make this clear. Otherwise, as a result of the anxiety induced by fear of Communism, one author after another suspected of having unpopular ideas or undesirable personal habits will be banned from our school books and our children thereby deprived of the best in modern literature.

Actually teachers have always made a distinction between merit in a piece of writing and general approval of its author. For generations children have read *The Purloined Letter* and other masterpieces of short story writing by Edgar Allan Poe, though Poe was a chronic alcoholic and considered by many a highly undesirable character in other ways. So if literary merit is not to be distinguished from general approval of an author, those who want to ban certain writings must ban Poe, if they are to be consistent.

With textbooks, as with all literature, we must always come back to the fundamental question of *purpose*. Why should boys and girls be asked to read this, and how is it used?

The kind of schools you have in your community and the kind of textbooks used in those schools depend on you and your fellow citizens, for the schools are yours. A textbook study like the one suggested here can help you and your teachers improve the education your children are receiving. Now as never before teachers need your understanding and sup-

port. Without it, anything can happen. Your schools and the teaching in your schools can change almost overnight. Teachers and school boards are human. They can hold out against the pressures of selfish and bigoted groups only as long as they are supported by the intelligent, unbiased interest of the majority of the community.

Decide and Help

You will find that a thoughtful study of school textbooks, preferably undertaken by a representative group in your community, will help you decide where you stand on certain issues fundamental to textbooks and teaching today. Let your teachers know what your convictions are; then encourage them to stick by the principles that you and they have decided are right.

Remember, as you try to determine how good your textbooks are, that you have a choice. Your textbooks and teaching can (1) help boys and girls to think for themselves, to look for facts as the basis of judgments; *or* they can control the thinking of these pupils by teaching only what a certain group in our society wants them to believe are unalterable truths, to be accepted uncritically and learned verbatim.

They can (2) teach pupils to recognize the difference between fact, opinion, and propaganda; *or* they can try to avoid or exclude all examples of opinion and propaganda in teaching so that the pupils have no experience or practice in distinguishing among them.

They can (3) acquaint pupils with the teachings, the behavior, and the techniques of the enemies of democracy in order to forearm our young citizens to meet and resist anti-American ideas and appeals; *or* they can tell them nothing about Communism, fascism, or any of the other "isms" that would undermine the basic principles of democracy.

They can (4) introduce both sides of controversial issues so that pupils can practice studying problems in an effort to form sound, intelligent opinions; *or* they can eliminate any consideration whatever of such issues.

Finally, they can (5) teach both the accomplishments of democracy and how the problems that still remain can be successfully solved; *or* they can teach only the accomplishments, lest pupils think that our democracy is less than perfect.

How do you want Johnny's textbooks to deal with such problems? How will his books make for better teaching, better schools, and stronger future American citizens? It is for *you* to decide.

This article was prepared on the basis of information secured from the American Textbook Publishers Institute and the National Citizens Commission for the Public Schools.

Reuben Hill

EN ROUTE TO

Happy Marriage

Whether or not marriages are made in heaven, as the old saying has it, preparation for marriage takes place right here on earth. It begins early in the life of the child—quite without his knowledge—and continues through all the multitudinous variety of his shared experiences with others. In this article Dr. Hill once more assures us that happiness in marriage need not be left either to chance or to destiny.

SOME READERS may remember that several months ago I wrote an article for the *National Parent-Teacher*—the January 1953 issue, to be exact—called "The Best Preparation for Marriage." In it I tried to point out the experiences that give children and young people a sort of apprenticeship training for married life. The whole subject, however, is so broad and so very important that I welcome the chance to describe in further detail certain human relationships that, besides being a normal part of childhood and youth, pave the way toward a happy marriage.

These are what I call *pair relationships*—experiences in which two children, and later two young persons, come together, enjoy doing things together, and learn to know one another better and better. In that way they gradually acquire many of the subtle skills that later on enable a married couple to make a stimulating and richly satisfying life together.

For a number of years I have asked my students to recall such experiences from their own childhood. Most of them are able to identify quite a number that have had real meaning in their preparation for the intimacies of marriage. True, some of the experiences were the kind that hurt the child and affected his capacity to give and receive love. Yet many others served to wean him from the confining love of his parents to the point of loving members of the opposite sex outside the family. Some were temporary,



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almost fleeting, and others persisted for years. Let us look at those most frequently cited.

When a brother and sister are close in age, they often develop a companionship in childhood that competes satisfactorily with other attachments and continues into adulthood. It is a deeply affectionate relationship, resembling marriage in its solidity, its steadfastness, and in the desire of each to share and support the other in periods of woe and "the blues." It may be a fighting relationship too, but the fights decrease as the brother and sister grow older.

This kind of companionship is also marked by a taken-for-grantedness that is stabilizing, to say the least. There is no need for brother and sister to reaffirm their mutual love, no need to protest their loyalty or fidelity. To be sure, an experience of this nature, rich though it may be, is inadequate preparation for the physical aspects of marriage and offers little variety or spice. But it does provide a steady, sure source of companionship.

Friendships, Casual and Constant

We all know that children and teen-agers tend to pair off with friends of the same age and usually of the same sex. At our house we have four youngsters engaged in what appear to be more or less fleeting friendships marked by sudden bursts of intimacy alternating with periods of indifference. Along with these friendships each child has a small group of steady friends with whom he plays regularly. Only our four-year-old daughter, however, has a steady friend of the opposite sex. The eight-year-old likes boys, but they slip in and out of her life. Her one regular friend of almost two years' duration is a girl with whom she walks to and from school.

Our eleven-year-old son is deeply enmeshed with a gang of four boys, two of whom have been fast friends for almost three years. These boys have had girl friends, in tandem, but the lure of the outdoors and the things boys like to do as a gang have kept them together, despite the girl interest.

Our fourteen-year-old daughter has had a series of friends, almost all of the same sex, with perhaps ten in a little social group to which she pays loyalty. And like most teen-agers she has one steady girl friend with whom she walks to school daily, talks over the phone regularly, and argues most of the time.

All these youngsters have slept at our house and have eaten and played in our house and yard. They have had to make many homely adjustments in the process. Even though the friendships up to this point have been almost entirely of the same sex, I regard them as a significant step in marriage preparation.

When a child plays host to his friends, for instance, he must anticipate their needs, save face for them when they are teased by his brothers and sisters, and protect them against the snubs of other

children. These responsibilities, when adequately learned, will be of real value later on in married life. At our house the older children's frank comments often play a part in this day-to-day training. "Why did you leave Harriet and run off to play with those boys, Sue? That's no way to treat a friend while she's at your house, is it?" Sue bursts into tears. "But all she wanted to do was play with the baby. She didn't want to play with me."

In school, boys and girls get their first chance not only to meet a variety of youngsters their own age but to work with them on many kinds of group projects. They put on school parties. They organize elections, plan programs for parents. And long before children are ready for dating, the casual but continuous contacts afforded by all these cooperative activities prepare them for a later understanding of the opposite sex. Of course, the relationships are limited. Personalities meet only in a touch-and-go fashion, but the important thing is that they go on, day after day, throughout the school year.

In the near future our oldest daughter will go away to school. She will be assigned a room with a roommate, and here she will experience many typical features of living with one person in small quarters. I hope she will make the most of it, because it is a valuable prelude to the richer experience of living with a roommate of the opposite sex in marriage—far-fetched as it may seem to her at this moment.

Dating and Going Steady

Although dating seems to be a natural and inevitable part of the adolescent's social development, the custom is not very old. Indeed dating is a phenomenon of the twentieth century. It began in the colleges, was picked up by the high school students, and is now practiced by even younger fry. It differs from courtship (as courtship used to be defined) in that two young people can date without anyone's assuming that they are seriously interested in each other. They may be, but the mere fact that they have dates does not commit them to a future course.

From the point of view of parents, dating has the advantage of letting us meet the boys whom our daughters date and the girls whom our sons date. We aren't able to supervise the selection of these companions, as was once possible when courtship was strictly regulated. However, if our door is always open to daters we are able to share our children's feelings about these pair relationships.

An alternative to dating, widely practiced in the same age groups, is "going steady." Like dating, it involves no commitment toward marriage, and nowadays there is a frequent reshuffling of "steadies" as the young people grow older. In my previous article I stated my own conviction that dating is too superficial and limited a relationship to serve as preparation for marriage. Going steady, on the other hand,

is a much better way for couples to get to know one another. Each becomes familiar with the other's shifting moods and manners, and in general both get a preview of the ups and downs of married life.

They Want To Be Sure

When a young couple starts to go steady, they may recognize fairly early that possibilities for a permanent attachment are good. Yet it may be some time before they put their "private understanding" into words. This is why it is sometimes difficult to determine when an engagement really begins.

The engagement period is an excellent rehearsal for marriage. It is a time filled with testing, exploring, discussing, learning, fighting, and loving—all of which also underlie every successful marriage. Let us examine the ways in which the engagement can serve as effective preparation for marriage.

It gives the couple a chance to recover from courtship jitters. It reduces any tension and insecurity brought about by the competition of courtship. No longer do the couple have to use a "line" with each other. The jockeying for position ceases gradually, and the young people can now set about, in a more relaxed fashion, discovering one another as persons.

The engagement also enables the pair to explore family backgrounds and differences. Because our modern mate-finding machinery may bring together, in dating and courtship, individuals of diverse backgrounds, they need time to test out how well they understand each other, to find out how compatible their family and cultural backgrounds really are.

In this period, too, young people learn to share and plan together. They exchange secret thoughts and experiences as well as information about income and property. They may even experiment with a joint bank account, with dividing expenses on dates, and working out a program of savings.

Once the engagement is made public, the couple has access to many kinds of marriage preparation available in their own community. Ministers are more and more likely, these days, to schedule several conferences with an engaged pair before they arrange for the wedding. Educators all over the country are recommending classes for engaged couples. Marriage counseling centers and youth organizations are setting up discussion programs and premarital counseling services for those who are engaged. It is obvious that all these groups recognize one major purpose of the engagement: to prepare the couple for the first years of marriage and to screen out incompatible couples, if possible, before marriage.

Of prime importance in the engagement is the sharing of the responsibility for dealing with sex tensions. Although in dating and courtship the woman may have determined the boundaries and limits, now they are determined jointly.

It is quite apparent that the modern engagement



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is far more than a "promise to marry." It is a period of probation, of trying out permissible marital roles, a dress rehearsal for marriage. Actually it is becoming thought of as an arrangement that is constantly being reevaluated with the possibility of its being broken. The idea of a promise to marry is replaced by the idea of a working hypothesis.

What have we said about the engagement thus far? It is a stage for getting better acquainted without the fear of rivals cutting in, a stage where the "line," the wisecracking, and the kidding of courtship may be exchanged for more honest and earnest discussion. It is a testing ground for the congeniality of personalities and a school for resolving differences and finding areas of agreement.

In short, the engagement is the last stage in a process of preparation that has gone on for a very long time. It has gone on ever since those early days in the nursery when the young child first discovered that brothers and sisters and playmates can make life more interesting and more fun.

*Reuben Hill is professor of sociology at the University of North Carolina and director of a marriage counseling service conducted by the university. He is author and co-author of several books on marriage and family life. Among them is the well-known *When You Marry*, on which he collaborated with Evelyn Millis Duvall.*

In this heartening message an unflagging champion of human rights reminds her countrymen of their heritage of freedom and courage, a heritage which she urges them to use to help the U.N. become in truth an enterprise of united nations.

**Eleanor
Roosevelt**



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The U.N. and the Welfare of

I AM VERY HAPPY to come before you today because I believe that the parent-teacher organization is one of the most influential organizations in America. You are made up of two very important groups of people—parents and teachers—and on those two groups depends what may happen to our country in the near and far-off future. I think it is quite fitting, therefore, that I speak to you about the United Nations—what it is, what it does, and what it may do in years to come.

Since I left the United Nations last January, I have been working with the American Association for the United Nations, which has as its primary purpose that of reaching the people of this country with information. I thought this was important because there are groups of people—some of them patriotic, honest groups—who are troubled about the

United Nations. And there are other organized groups that are attacking it. They have done the same thing before, only they are not using the same points of attack that they used previously. That is why it seemed to me that the people as a whole should know as much as they could about the United Nations.

Our nation has always been a great nation. We have always had so much territory that for years we had to concentrate on our own development. We did not turn to the rest of the world as much as we would have done if we had been a small nation and more evidently dependent on other countries to meet many of our needs. But now we've found ourselves in a situation where we must know about all the other peoples of the world. We must know about the way they live, what they are like, what their

beliefs are, what their aspirations are. Why? Because suddenly we are the leading nation in the democratic, free world.

That has been quite a transition for us—to be responsible not for what we have done in developing our own country but for what we have stood for as a democracy. It is a little hard to realize, but it is true that what happens in every one of our own communities is painting the story of what democracy actually is. If you serve in the United Nations you become very conscious of how carefully we are watched by the rest of the world.

The Will To Learn

You have heard, as many of us have heard, the current saying, "What good has come from the United Nations? Hasn't the United Nations failed? It was set up to bring us peace, and we don't have peace." But that is really a most unfortunate misconception. The object that the sovereign states hoped for when they wrote the Charter in San Francisco was that we could use this machinery as united nations to achieve a peaceful world. But it's only machinery, and machinery doesn't work by itself. It's the people that make it work.

We have also heard it said that the United Nations is just a debating society, that it never accomplishes anything. Yet we have found over the years that it

requires a good deal of talk for people to learn to understand one another. Even in the Congress of the United States we don't always find an immediate meeting of minds. Well, you take sixty sovereign nations, all representing peoples with different customs and habits, frequently different religions, frequently different legal systems. How can you expect them immediately—within six or seven years, that is—to arrive at a meeting of minds? True, the breach has widened between us and the Soviets, but that breach might have broadened into a war if there hadn't been a place where we *had* to meet and where we were able to talk.

And if the United Nations is a debating society, do you feel that you have learned all you should about what conditions are all over the world—for instance, in India? I am sure that many of you have no conception of what it is to live in a country where there is always a famine somewhere. I know it wasn't until I went to India and saw the famine districts that I realized what it would be like if some part of my own country was always living under famine conditions. I know of no way in which we can learn these things as quickly as we are learning them from the information that comes to us through channels provided by the United Nations.

I get a lot of letters from people who say "How can you expect the United Nations to succeed when you do not recognize God in the United Nations?" We have in the U.N. building a little room known as a prayer room to serve all devout people. From those who live according to their own religious standards I have learned a tremendous amount. I have learned to respect them, for I sometimes think that the same spirit pervades the good people in all religions. If you want others to respect your beliefs, you must in return give respect for theirs.

These are some of the things that you learn as you find yourself in close association with people from different parts of the world. It is because they are things that we all need to learn that I believe parents and teachers today have such a tremendous responsibility. They have to prepare our children for living as leaders in a world that will follow their leadership—if the world can respect it. And that will require of our children a greater knowledge of the rest of the world than any of us have ever had before. They are going to be leaders in a world where not only are there different religions and habits and customs but different races—and two thirds of that world is made up of peoples of different color.

At a press conference in the Near East last year the very first question the newspaper people asked me was "How do you treat your minorities in the United States?" That is always the first question we are asked in other countries. It is less difficult to answer in India because there the people understand. They have the problem of the untouchables. They know



that it takes time, sometimes a long time, to change the hearts of men. They know that although all caste in India has been outlawed, some of the old feelings still exist. Law makes a good background for change, but law of itself doesn't change the feelings of human beings.

I think the problem of minorities in India has probably been worse in some ways because all human life is so cheap in that land of three hundred and fifty million people. One little thing made me realize this feeling about human life—seeing the sweepers in the streets. They are usually old people of the lowest caste. To sweep the streets they use little bundles of sticks tied together. My first natural question was, "Why don't they put handles on those brooms so the people don't have to bend down?" I was looked at with surprise. "Oh, but handles would cost money. They would be expensive." So handles cost more than human beings. You see people bent double all their lives, sweeping the streets, because no one will pay for the handle of a broom.

It is hard for us to realize too that great masses of human beings go hungry all their lives—for generations. But these are all things we have to learn, things parents and teachers should know. And the only machinery we have that is working to increase our knowledge is the United Nations.

The Hope To Teach

A great many people feel it would be much better if the Soviets and their satellites were not a part of the United Nations. I don't feel that way because I think education is slow. To me the fact that there is contact, a bridge on which we can meet and talk, has value. I am not afraid of the contact because I believe that we have more strength, spiritually and morally, than the Soviets have, and therefore we are able to stand up against them.

It's a good thing, too, for another reason. I do not believe that a Soviet representative dares tell his government the truth about what he sees in a country like ours. But there is one thing that never can be falsified, and that is the way the delegates vote in the United Nations. Over and over again it is five votes against all the rest of the world, and that report goes straight from the Secretary General to every nation. The government in Moscow knows by that vote what the opinion of the rest of the world is. I think very likely this is one of the strongest factors that have deterred the Soviets from doing things that would certainly be unwise—things they might easily do if they thought all the information they received was correct.

When all is said and done, then, what we need is to know more about the United Nations and its action groups—the specialized agencies—if only because this is machinery that we people of the different nations must use. For if we do not know about it and



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if we do not back it up, it isn't going to be used as well as it might be. Furthermore, I feel very strongly that with more knowledge, many of the fears we have had about the United Nations will be dispelled.

Remember, this cooperation is so new, so new in every field, that it's very hard for any of us to work together even on what we think are simple things. So we shouldn't be discouraged when we do not achieve peace all at once. Peace is not going to drop on us from heaven. It is going to have to be worked for, with the hearts and minds and wills of human beings. I believe it can be achieved, but we are going to have to work much harder. We must know about the machinery that we can use, then try to use that machinery and to strengthen it, at the same time learning about the rest of the world.

The Courage To Lead

This is why parents and teachers today must have courage enough to stand up against waves of public opinion. At present we are going through a period of what I call unreasonable fears, fears that cause great suspicion among us. Many people are afraid to say what they think because it might by chance be something that somebody else might think subversive. Yet our nation has been built on differences of opinion, stated openly. Throughout our history we have had quite a number of people who stood for almost revolutionary ideas. But we have weathered the years, and we have come to be the leading nation of the world. And now it is a question of how well we prepare the next generation to take the burden from their elders. These young people have to know much more than we knew. *We* had to know about our own country;

(Continued on page 35)

Education?



● *On the basis of information I read in your columns, I included in my federal income tax statement a deduction for the expenses of summer school attendance. Our regional income tax office questioned the deduction. What shall I do about this?*

—M. R. K. (a principal)

Be firm. Your right to deduct money spent for professional improvement rests on two court decisions, one made about four years ago and another handed down this spring.

The first decision grew out of a case fought through the courts by a Virginia teacher. The state law made it necessary for her to attend summer school at least once in five years. Otherwise she would lose her license and her job and would be forced out of the profession. She attended summer school at Teachers College, Columbia University, and then put the cost of tuition, board, and room in her next tax declaration as a deduction for a proper business expense. The Bureau of Internal Revenue said no. She took the case to court, and the court said yes, it was a proper business expense. Having been overruled, the Bureau of Internal Revenue then issued a statement saying that expenses for professional training, such as summer school attendance, might be deducted, if the training was required.

When is training required? On this point regional offices of the Bureau of Internal Revenue differ. In some sections a letter from the board of education or the superintendent of schools stating that professional self-improvement is expected of all teachers, and is rewarded by credits toward salary increases, has been sufficient. In other sections the tax officers try to insist on the letter of the law and will not allow business expense deductions for summer school unless the teacher can show that his teaching certificate is in jeopardy.

Now we have a new case that appears to clarify the issue and make it easier for teachers and administrators to deduct expenses for studies and activities essential to professional improvement. As I read the decision, expenses for institutes and workshops as well as summer school can be deducted.

The case involves the claim of a lawyer, and yet

the rule seems also applicable to other professional persons including teachers. The lawyer was a member of a firm specializing in tax matters. To keep informed he attended the New York University Institute of Federal Taxation. When he filed a claim stating that tuition, travel, and hotel expenses constituted a deductible business expense, the Commissioner of Internal Revenue said no. He carried the case to the United States Tax Court, which supported the position of the Commissioner.

Not content, the young lawyer brought the case before the United States Court of Appeals, which reversed the decision. It ruled that if the expenses were "directly connected with," or if they "proximately resulted from," the practice of the taxpayer's profession, they would be deductible.

Does this decision apply also to teachers? It appears so. "The conclusions reached," says *The New York Times*, "in this decision should be equally applicable in respect of similar expenses incurred by members of other professions, such as accountants, physicians, engineers, teachers, etc."

So if your regional tax officer challenges your deduction claim, file an appeal, citing the case of *George C. Coughlin v. Commissioner of Internal Revenue*, decided April 15, 1953. As a taxpayer you can always file an appeal with the Bureau of Internal Revenue in Washington.

● *At a recent meeting our school board asked the parent-teacher association to help it make a study related to a future building program. The problem involved is whether we should continue with our 6-3-3 system (junior high school). We also understand there is a possibility of a 7-2-3 system. As we are sure other communities must be facing this same problem, we are wondering if you could supply us with a list of resource materials for a study of this subject. We would also appreciate any pertinent information as to the national trend and the thinking behind it.*

—Mrs. D. C.

I took your question to an expert in school administration who has worked with a number of communities on this problem. Here is his reply:

In the first place, I know of no research that gives us reliable answers to the most desirable divisions of school programs. What is best must be defined in terms of the conditions and desires of a particular community. If there is a trend, it is a trend toward flexibility, toward a conviction that a community should make the best and most economical use of the buildings available for a changing school population.

For example, many communities find their elementary schools packed to the rafters while the senior high school enrollment may be actually smaller than in previous years. The bumper crop of war babies won't reach the upper high school grades for another two to four years, perhaps more. So it may make sense to move the ninth grade into the high school, leaving more room in the elementary schools. A few years hence the school board may find that the high school is overcrowded and will wish to move the ninth grade out into another building.

In this case the best use of physical facilities weighs more heavily than factors of child growth. However, let's assume that pressure for space does not dictate the decision. What then? Studies of child growth and the experience of teachers confirm what every parent knows—that the outlook and interests of children in the primary grades differ sharply from those of children of junior high school and senior high school ages. Junior high pupils, from twelve to fourteen years old, seem to make better progress when separated from senior high school students. They can live and thrive in their own special world without being forced prematurely into the world of the fifteen- to eighteen-year-old students. This suggests a 6-3-3 or a 7-2-3 plan.

When the junior high school first appeared on the school horizon still another reason was advanced for it. At that time many children left school at the end of their eight elementary school years, never to return. Educators expected the junior high school to bridge what appeared to be too great a gulf between elementary school and high school. Raising the legal age for leaving school now holds practically all students in school through the tenth grade.

In an earlier column I reported still another plan that appears to be gaining favor in communities that can afford it—the 3-3-3-3. This program calls for more and smaller primary schools, each serving a neighborhood. It grows out of the conviction that the relationships between the teachers, parents, and very young children should be close. This is made possible by the neighborhood schools for the first three grades.

● *I am the president of a club, and the girls in it would like to correspond with young people outside the United States. I would appreciate it very much if you would tell me where we can write to obtain the names of "pen pals."*

—B. M. B.

Following are some of the major sources of "pen pals":

Student Forum on International Relations, P. O. Box 733, San Francisco, California. Write Mrs. Alice Wilson, director. This organization is the American national center for an international pen pal association. The fee is ten cents a name on lists of ten or more from such countries as Belgium, England, Scot-

land, France, Germany, Holland, Italy, Sweden and Brazil. Twenty-five cents for individual requests.

International Friendship League, 40 Mount Vernon Street, Beacon Hill, Boston, Massachusetts. Write Edna MacDonough, secretary, student's life membership; fifty cents.

International Students' Society, Hillsboro, Oregon. Write N. H. Crowell. The fee is ten cents for each address; minimum order, five. The names are of French, German, Spanish students, junior and senior high school age.

Student Letter Exchange, Waseca, Minnesota. Write R. C. Mishek, general manager. Fee is ten cents a name.

Pen Friends Committee, English-speaking Union, 19 East Fifty-fourth Street, New York 22, New York. Write A. B. Grant. Students only; groups preferred. State ages and number of applicants.

The Caravan of East and West, Inc., 132 East Sixty-fifth Street, New York 21, New York. Write M. A. Schrab, director. The fee of one dollar a year includes a quarterly magazine.

Young Friends Around the World, 542 Fifth Avenue, New York, New York. Ten cents a name.

As I read your letter it occurs to me that you and your friends, like many others, may wish to correspond as a group. In this case inquire into the service of the American Junior Red Cross, Seventeenth and "D" Streets Northwest, Washington 13, D. C., open to all schools that are members of the organization. The membership fee is a dollar for secondary-school groups of one hundred or less; fifty cents a classroom for elementary schools. This seems to me an excellent way not only to become acquainted with children your own age in other lands but also to come to know more about their schools and communities.

If these United States addresses do not give you what you want, here are a few overseas addresses:

Council for Education in World Citizenship, Overseas Correspondence Section, 11 Maiden Lane, London, W.C. 2, England.

Worldfriends, 92 Ifield Road, London, S.W. 10, England.

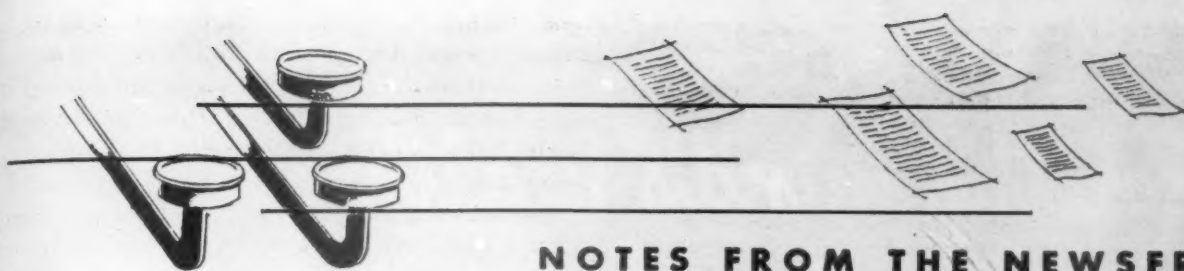
Karl Knutsson, 27 B Lastmakaregatan, Stockholm, Sweden. Names from Sweden, Norway, Denmark and Finland.

Club Pan-Americano de Correspondencia, Apartado 25, Encrucijada, Cuba.

Señor Francisco Espinosa, Apartado 24, San Salvador, El Salvador. Ten cents a name. Groups of ten preferred.

I know people who through "pen pal" letters have formed friendships that lasted into adult years. Last year a "pen pal" stayed overnight in my home while en route to the wedding of an American friend she had come to know through fifteen years of exchanging letters and photographs.

—WILLIAM D. BOUTWELL



NOTES FROM THE NEWSFRONT

And No Wrong Numbers?—A high-ranking telephone official ventures his vision of the phone of the future. You'll take it with you, like a watch. It'll need no dial. Users may be able to see each other as they talk. "And who knows," continues this spinner of telephonic dreams, "but what it may actually translate from one language to another?"

Honors from a Southern Neighbor.—In Costa Rica you'll find schools named after Washington, Lincoln, and Franklin D. Roosevelt. In one school named *Estados Unidos de América* (United States of America) the Fourth of July is celebrated each year, students and teachers joining in the singing of the national anthems of both countries. Last year's guests at the celebration included the U.S. ambassador and the Costa Rican minister of education.

The Tragic Flaw.—What's behind most job failures? Not lack of technical skill, says the personnel manager of a large engineering firm. In thirty years this official has talked to more than one hundred thousand students seeking jobs, and twelve thousand have heard him say, "You're hired." Every one of the twelve thousand proved to be a competent engineer; not one failed through lack of technical ability. Those who did fail were unable to handle human relations problems in one form or other.

Red Balls on the Road.—Lawmakers on Capitol Hill in Washington are considering a device to cut down traffic accidents among young drivers. The law, proposed for the District of Columbia, would require drivers under twenty-one to attach red metal balls to their license plates. The red balls would tell other drivers: "I haven't had much driving experience. Please give me a break."

Washing with Sound Waves.—One day in Australia Herbert Keith-Jones was tinkering with an automobile horn. Suddenly the tooter slipped from his fingers and dropped into a pail of water. Quickly he reached down to fish it out when the ripples circling out from the still blaring horn caught his attention. An idea shot through his mind: Why not harness sound waves to shake soil loose from clothes! With a scientist's help he worked out the idea and in two years had a supersonic washer. A model tested at Pennsylvania State College cleans a moderately soiled batch of clothes in five to ten minutes and a heavily soiled load in fifteen—with no damage to the sheerest fabrics. Yes, directions for using the new washer call for soap and water.

Our Younger Combatants.—Records show that fatalities in Korea among Americans under twenty have been more than double the World War II rate for this age group.

The Language of the People.—"That's not the way I heard it!" This complaint won't be coming from foreigners who use the language textbooks prepared for Uncle Sam by the American Council of Learned Societies. These

books aim to capture the flavor of everyday speech, to teach users to speak "United States." Gone are sentences like "Where is the cat?" and instead the pages are studded with idioms like "sure," "so long," and "what do you know." The books also stress *sounds* that students will hear rather than *words* they will see in print. Hence the serious study of expressions like "cuppa," "gonna," "useta," and "samore" (for "some more").

TV Takes to Tape.—You will soon be able to record your favorite television programs complete—pictures as well as sounds—and see and hear them again and again at will. These new recorders use magnetic tape, which has several advantages over film. Unlike film, the tape does not have to be developed but is ready for viewing immediately. Besides, sounds and pictures can be erased from the tape, leaving it free for repeated use. Research on TV recording has been supported by one of the early sponsors of sound tape recordings—Bing Crosby.

Holidays for Peace.—A pick-and-shovel vacation is on the calendar for hundreds of young people this summer. These volunteers from many lands will take off for nine hundred work camps in twenty-three countries. In each camp young men and women from several nations will live together and work at a project. Camp projects include picking crops in Great Britain, laying roads in France and Norway, replanting forests in Germany, building youth centers in Austria and the Philippines, and laying out sports fields in Belgium and Sweden. The origin of the international voluntary work camp, UNESCO reports, goes back to 1920, when the son of a former president of Switzerland launched the idea as a way of rebuilding war-devastated areas.

Music in the Air.—Who says we're a nation of passive lookers and listeners? Piano sales during January and February broke all records in the history of the industry.

Teen-age Talk.—As we all know, high school students have a language of their own, which varies from season to season or even month to month as fad-phrases go in and out of style. To help bewildered grownups a Chicago newspaper has compiled a glossary of current colorful terms. Here are some: A "bitter banana." (A sulker.) "Don't steam me." (Don't make me angry.) "What's your story, morning-glory?" (What's the latest gossip?) "What's your tale, nightingale?" (What's bothering you?) "That's the way the ball bounces." (Life is like that.)

Under Western Skies.—A huge tent city is going up on three thousand acres between Santa Ana, California, and the Pacific Ocean. For one week, July 17-23, that city will be home to fifty thousand boys attending the third National Boy Scout Jamboree. Young Americans of all races and all creeds and all walks of life will gather here, and their chow and their camp fires and their ceremonies will be shared with one hundred boys representing the scouts of other lands.

For the mind's health

10. The Sense of Background

Bonaro W. Overstreet

WE COME NOW to the end of our series, of our ten months' thinking together about the mind's health. How, in the end, shall we visualize that most peculiar and most fascinating of phenomena, the human personality?

Because of space limitations whatever we say will have to be said in a kind of psychological shorthand. Without trying to penetrate the final mystery of our being, we can perhaps conclude certain things about ourselves. In practical terms we may conclude that each of us is a pretty durable structure of energies, that each of us is born with latent powers that can become actual powers only as we learn more and more ways of bridging the gap between ourselves and our environment.

We become ourselves—our recognizable, participating, likable or dislikable selves—only as we enter into relationship with the world of the nonself. In this sense the basic human experience is that of *reaching out* and trying to *connect up with*. The child reaches out with his first smile, with the first closing of his tiny fingers around his mother's finger. And seventy-five or eighty years later, when he has become an old man, the significant story of his life will be that of all his *reachings out*—to form relationships of knowledge, skill, responsibility, and affection. Most of all, it will be the story of his increasing

readiness to reach out. Or, in contrast, it will be the story of a reluctance that has replaced readiness and made him withdraw into himself, shut himself away, cut himself off from his world.

Laying Hold on Life

The capacity to go toward life rather than away from it involves, as we have seen, a number of different powers. Thus it involves a growing ability to *feel with others*, to enter into their experiences of hope, fear, planfulness, doubt, loneliness, and laughter so that we can respond to these as we, in turn, would like to be responded to.

Because we are talking beings, with words as our handiest tools for building bridges of understanding, a capacity to reach out involves a serviceable power to *verbalize*.

Because we human beings live in a time span longer than that of the passing hour, we reach out toward the future, and our power to do so we call *foresight*.

Because we live in a world of values wider than our own limited selves—and indeed become ourselves only as we do so—we reach out toward problems, projects, and ideals that are of significance to the human race, and our power to do so we call *self-dedication*.



© Ewing Galloway

Because our sense of life depends upon what our physical senses have given us to work on in our interpretation of life and our handling of it, we need a *wide-ranging awareness*.

And because the human being is, by his very sensitivity to experience, easily hurt, the capacity to reach out and go on reaching out even after many disappointments and setbacks depends upon what we call *emotional resilience*, the power of "comeback."

In the storybook tales of our childhood a fairy godmother had a way of appearing at the cradle of a newborn infant and blessing that infant with all the qualities it would need for a happy life. It would be a lot easier to be human, perhaps, if godmothers of this sort could be relied on to step out of the storybook into the nursery and work their benign magic. However, they do not seem to crop up on demand. As Leonard Bacon has written, in wry deprecation of our lot:

*Gone the enchanted horses,
The women with wings.
We are left on our own resources
With unheroic things—
And that stings.*

Actually, of course, we are not left without heroic things. To be decently human, and to go on being more or less decently human for a long lifetime,

There is a sense in which each of us, in his thoughts and sentiments and aspirations, is an island—unique and self-contained. But is it not well to remind ourselves that islands are meaningless apart from that which surrounds them, and seldom fruitful except as they enter into relations with the mainland? Else we may fail in the joyous adventure of being human.

remains the number one heroic venture. Tragedy sets in, not because the fairy godmother fails to arrive on schedule but because experiences meted out to the child—and later to the adolescent and adult—discourage him from continued reaching out. Specifically, tragedy sets in when a person translates a series of failures into an inner conviction, "I am a failure." Once that conviction becomes the dominant factor in what he elects to try and leave untried—even though he may not consciously be aware of the conviction—he will tend to hold back from experience rather than go toward it. He will tend to see the world from which he holds back as essentially hostile. His relations to that world will, then, become progressively less sound.

Inheritance—Bane or Blessing?

This, in summary, is the story of emotional health and ill-health as we have tried to tell it so far in this series. Now we come to one final consideration. Just as the individual cannot go it alone in the present scene, so he cannot go it alone in the longer time span. He cannot healthily live as though he were the first person on earth. For strength and for perspective he needs what we are here going to call a *sense of background*—an appreciative sense of what was there before him, out of which he has come, toward

which he acknowledges a certain responsibility, and from which he goes on into his personal future.

When we say of an individual that he comes from a good background or when we say of another that, after all, you cannot expect too much of him, considering his background, we are usually talking of his family—his parents, perhaps his grandparents, sometimes an even longer ancestral line. Though we rarely define just what we mean by a good background or a poor background, we probably imply in a general way something that exerts a fourfold influence upon the individual. In the first place, there is his physical and mental heritage. Second, there are the experiences opened up to him by virtue of what the family is able to provide and considers worth providing. Third, there is the influence of his parents' attitudes and behavior, their effect on how he feels about himself and what he expects of other people. And finally, there is the contagion of the community's attitude toward his family.

All these factors, we know, can be good or bad, fortunate or unfortunate, and they can come in any sort of combination. Even a background that seems ideal may yet fail a person if the sense of his heritage is made so heavy a load to carry that he is committed to a lifelong feeling of inadequacy, even when he is doing his best. In contrast, a background in which many so-called advantages are lacking may turn out to be exceedingly good if it contains enough love and confidence to help the individual develop rich powers of outreach. The variations, for better or worse, are infinite in number. Throughout a person's early months and years and to some extent even in later life he is more or less at the mercy of what fate—under the name of family—provides.

To Know the Whither, Study the Whence

As a person grows into life there are, however, certain significant ways in which he can give himself a sense of background and therefore a sense of worth and responsibility and inner poise. One of the prime goals of education ought to be just this: to help the individual to gain a knowledgeable gratitude toward that which was good, true, and beautiful before he was born—so that he can recognize goodness, truth, and beauty in their present forms and know what he

himself can help bring into the world in richer abundance.

For the mind's health and happiness, a person needs to know, for example, the history of the occupation in which he is going to be a lifetime worker. Medicine, law, teaching, farming, scientific research, carpentry, architecture, plumbing, road building, the ministry—each one of these, like almost every other honest occupation we can name, has a background of which today's worker can be proud. It is a background against which people have been progressively solving problems related to human needs, and to know their story is to move into that story as a participating character.

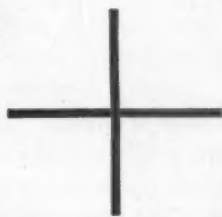
Again, the individual can give himself a rich gift of poise, significance, and life direction by learning the background of his culture—its political, educational, economic, legal, social, and religious institutions. Here again he is astonishingly able, by looking back, to plot a direction of effort that he can then project into the future—and prepare himself to take.

But the race of man is larger than any one culture, and a sense of the human background ought also to be part of the equipment of every individual of every culture. And the universe is larger than the single planet on which we live, larger and older. To know something of its structure and history and something of how our own planet has come to its present familiar form is to achieve a peculiar safeguard against spiritual nearsightedness.

I recall a woman of strength and beauty—a refugee from the Nazi terror—who said that she kept herself going in the face of loss, fear, and separation from loved ones by seeing herself as an incident in history, as a member of the human race that has somehow kept going, through the centuries, in spite of loss, fear, and separation. The person who has a sense of background knows, at the deepest levels of his being, that he is never alone. Therefore he can find within himself both the courage and the reason to make his own contribution to the foreground of human history. Not consumed by inner anxieties, he can lend himself in creative good will to the task that is *out there*, in the world beyond himself. And in thus losing himself he gains, as a blessed by-product of his experience, the joy of the mind's health.

One should be careful to get out of an experience only the wisdom that is in it—and stop there—lest we be like the cat that sits down on the hot stove lid. She will never sit down on a hot stove lid again; . . . but also she will never sit down on a cold one any more.—MARK TWAIN

One Inner Tube



Imagination



Marguerite Lewis and Katherine H. Read

A drum, a boat, a house! A springboard to all kinds of fun! That's what a huge inner tube is to a group of three-year-olds in the Oregon State Nursery School. Their teacher, searching for play equipment one day, met a resourceful salesman.

"No, we haven't any sturdy drums in stock just now," he answered her inquiry, but he added half in jest, "Here's a second-hand truck tube. Why wouldn't that do for a drum?"

Why not indeed! What could be a better substitute?

The tube was delivered to the playground, inflated and ready for use. It must have looked mammoth to the three-year-olds. The teacher beat on it gently with the palm of her hand. One child and then another joined her until it became a drum for the whole gleeful group. Best of all, it could be used indoors as well as out. From then on, the piano music was often accompanied by a rhythmic thumping.

The tube didn't remain a drum for long. It soon became a boat, rocking on a sea of grass and large enough to hold a crew that would tumble out and "swim" off, only to return and clamber aboard again. Sometimes it held only one solitary voyager. Will was the child who

most often sat dreamily on the tube, his feet safely inside, looking far away and thinking his private thoughts.

The most hilarious moments came when the children discovered the elastic properties of the tube. Sitting on it, they bounced and bounced, ending in a heap inside or rolling backward onto the grass. Here, for once, was a place where bouncing could be done both joyfully and legitimately!

Balancing was fun, too. Another favorite sport was to pull the tube close to a box, climb on top of the box and then jump into the tube, rolling against it. The children would take turns doing this, laughing with each other. They also played house in the tube, chattering as they dressed their dolls.

What a feat it must have seemed to one of them to get the huge tube up on its side, drag it along, or give it a push and watch it roll! Such size and yet such lightness! It was a combination to satisfy the desire to be big and strong that exists in every three-year-old's heart.

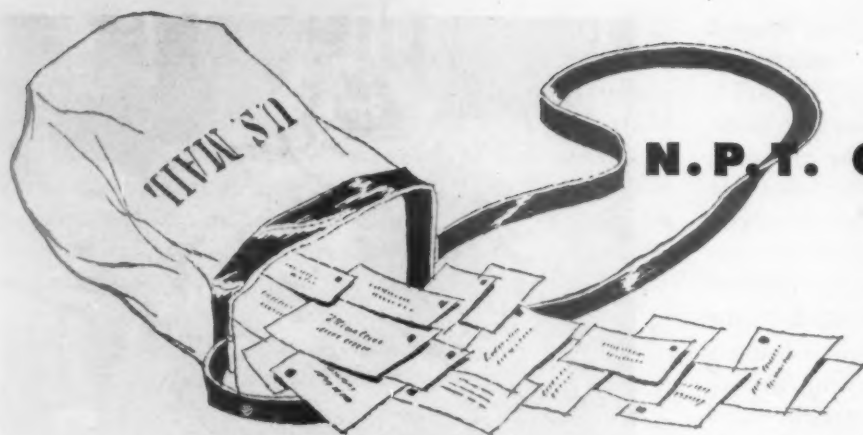
Trouble came, of course. One day the big tube got a puncture. Fortunately Leonard's father owned a garage. He took the tube and brought it back the next day with a large patch. Leonard was very proud.

Children are always finding unexpected ways to use the things around them. Perhaps we could foster their imagination, resourcefulness, and ingenuity if we offered them more raw materials—materials that can serve many purposes and be used again and again in an almost infinite number of ways.

What about that old tire pump you're not using any more? Haven't you been intending to cut off that worn section of your rubber garden hose? What better equipment for an earnest young fireman? And there's a splendid pulley, the kind that once hung over a well, in the second-hand store on the corner—or maybe in your own basement. We grownups have imagination too, though it may get a bit rusty from lack of use. Why not use yours for your children's joy and benefit?

Marguerite Lewis and Katherine H. Read are two nursery educators of extensive background and experience. Mrs. Read, a parent education consultant of the National Congress of Parents and Teachers, is author of *The Nursery School: A Human Relationships Laboratory*.





N.P.T. QUIZ PROGRAM

A Family Counseling Service

John E. Anderson

Director, Institute of Child Welfare
University of Minnesota

● *Every time that I ask my two-and-a-half-year-old Tommy to do something, he says "No!" His refusals are almost driving us all to distraction. What can I do?*

TO THIS interesting question, child development workers have much to contribute. Negativism, which is the technical term for such behavior, has been extensively studied. It reaches a peak in little girls at about two years and in little boys half a year later. You will be relieved to know that negativism then declines rapidly and is virtually gone by the age of six.

The reason for it? Studies show that the word "No" makes up a very large proportion of all the comments made by parents to their two-year-old children. So a young child may well assume that "No" is the typical way in which people respond to each other. One practical suggestion is simply to reduce the percentage of your "noes" from, say, 95 to 50. Try to reserve most of your negatives for times when Tommy really needs a warning signal instead of using them in many insignificant situations where in the long run it will matter little whether you say "Yes" or "No." The secret of good guidance is not to wear out negatives or deterrents by too frequent use.

Research supplies us with another suggestion: Look for the real meaning of Tommy's reaction. A two- or three-year-old has acquired some but not much skill in using language. Yet the adults about him are all too likely to assume that he has mastered it. As a result they may make demands on him that are too complicated for him to meet or perhaps even to understand.

With his limited command of language the young child cannot answer his parents' demands by saying "Come around and see me next week" or "I'll take care of the matter when I have finished what I'm doing" or "Let me read this paragraph before I come to dinner." An adult has hundreds of polite ways of

delaying action. The two-year-old has only a "No," to which his parents react much as they do to the flat refusals of older people. As the child gains skill in language he learns many verbal ways of delaying action, and after that negativism is no longer necessary. Meanwhile parents who are aware of the limited nature of a child's language resources can simplify their demands and help him toward competence by their patience and understanding.

● *The boys in our neighborhood are continually quarreling and fighting among themselves. My eight-year-old son quarrels and fights along with the rest of them. Sometimes he gets hurt, but he rejoins the others as though nothing had occurred. What should I do about this?*

THE ANSWER to this question is probably "Do nothing." Boys often use arguing, quarreling, and fight-



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ing as ways of getting acquainted. One mother I know looked out of the dining room window and saw her seven-year-old Billy in a strenuous fist fight with a boy the same age whose family had recently

moved in next door. She thought about interfering but restrained herself. A few minutes later Billy came to the kitchen door, leading the neighbor boy by the hand, and said proudly, "Mother, this is Henry. I like him because he is a good fighter."

There is much wisdom in this anecdote. Many of the things children do in their social relations with other children mean something quite different to them than do similar actions on the part of adults. Studies of children's quarrels show that they arise most frequently between friends, that they decrease as children grow older, and that verbal methods of conflict gradually replace physical methods. Furthermore it appears that adult interference will usually prolong rather than settle a quarrel. In the main, children who are given half an opportunity seem to resolve their own difficulties without outside help.

Naturally there are times when the safety of children may be endangered, and then a grownup must step in. Playground supervisors and teachers become quite expert in meeting such situations because they are trained to stay on the sidelines—unlike some parents who, with larger chips on their shoulders, interfere prematurely. The important question to ask before entering too vigorously into the control of children's group activities is "Can the youngsters work out this difficulty themselves?" Most of the time the answer will be "Yes." But whenever it is "No," the adult should move in definitely and firmly.

My second suggestion to you is to take a look at the facilities for play and fun that are available to your son and his friends. Excessive fighting often indicates that the children have too few constructive outlets for their energies. More play equipment, some aid in choosing games, and positive proposals for varied activities may well solve this problem.

● *Our daughter Jane, who is thirteen, seems shy when she is with girls and boys. She's a fine girl, well liked by our neighbors and friends, and I'd like her to have more pleasure and more recognition in her social life. How can I go about helping her?*

YOUR LETTER, brief as it is, suggests that Jane's shyness is not extreme. If she reacted by showing inferiority feelings, it would be well to consult an expert. But the problem, as you state it, seems to be one of increasing the social ease of an adolescent who is moderately shy with her contemporaries but receives recognition from adults. Is Jane ahead of her friends intellectually, perhaps, or has there been some overemphasis on adult values in her training? In considering the problem we need to think also of her physiological maturity. Many adolescent girls, especially those who mature early, are shy for a time while they are becoming accustomed to their new body form and new feelings.

Let's assume, though, that Jane's problem is not primarily connected with puberty. Therefore it's a



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question of her gaining the skills and the interests that will enable her to win some social recognition from her friends. Very well, what skills and interests do youngsters Jane's age put a value on? Certainly not the ones we adults would put in first place. We may value an interest in classical music very highly, but Jane's group is probably devoted to the newest interpretations of popular music.

But don't make the mistake of just telling your young lady to be more social! This will make her feel more inadequate. Nor do I suggest giving parties for her, even though they may help. Among youngsters, as among all people, the primary basis for social relations is found in the interests that bring them into close relations with one another over a period of time. The boys who play baseball together and the girls who belong to the same club form their friendships within the common framework of activities they all enjoy. How about encouraging Jane to develop a strong interest, hobby, or skill that can be shared with other children rather than some solitary pursuit that meets with adult approval?

Several studies of children in groups reveal that many a youngster who possesses the qualities necessary for social success lacks what has been called "social visibility." Either he isn't quite aggressive enough, or he just doesn't reveal the skills that his friends value. Sometimes this problem clears up by itself as the group grows older and their values change. As a rule, however, children gain social visibility because they actively contribute to the needs of the group as a whole.

● *James is thirteen, but he still never seems to complete anything that he starts. When I try to get him to finish a certain job, he says he will but keeps putting it off. What is the matter with him?*

IT IS DIFFICULT to answer this question without knowing more about James and the rest of your family. But perhaps I can point out some of the things we need to consider in a general way. First, we need to

ask ourselves something about typical children in the age range from thirteen to fifteen. And, curiously enough, we need to ask ourselves something about our adult world too. We adults live in a world of accomplishment—one in which we do things by the clock, meet demands in space and time, and get jobs done. But is the thirteen-year-old child's world the same kind of place? Probably not. It takes most children a long time to adapt themselves to the demands of adult living—sometimes twenty years—and James still has some distance to go. Too often we grownups forget this and expect our children to behave not like themselves but as mature adults like us.

Studies of children's interests show that at about nine years of age a youngster is interested in more different things than at any later period. As he grows older he gradually narrows his fields of activity but becomes more deeply interested in the things he does undertake. Many boys and girls of James' age pursue one interest after another, more or less half finishing each and turning in a new direction as something else catches their fancy. Brighter children show this tendency more markedly than do those of average intelligence.

The whole period is really one of exploration, both of the self and of the environment. Sooner or later the child ceases to range so widely and settles down to the longer lasting and more deeply fixed interests that mark the approach of maturity. But the transition may take a number of years. Too much pressure on the child during this exploratory period may cut the process short and block him off from a satisfying permanent interest. On the other hand, it is equally true that every growing youngster needs some pressure in the direction of meeting responsibilities suited to his age.

Have patience with your James. Recognize that

he is in a transition period. Apply pressure with wise discrimination. Remember that although continually nagging him to complete tasks may embitter him or make him apathetic, too easy an attitude may fail to help him develop responsibility.

There are several questions that you and James' father might ask yourselves: Do you set him good examples in the way of work habits? Does James see you both enthusiastically carrying your own tasks to completion? Are so many demands being made upon the boy that he cannot possibly meet them all? Does he have enough chance to follow some of his own interests through to conclusion?

Do you think he is ready to set up fairly remote goals for himself instead of immediate ones that he can attain in a few hours or days? Sometimes when a child becomes deeply absorbed in a hobby or activity, he will work long and hard at it and make a significant accomplishment, even by adult standards. Setting goals, then, is fundamental. This may involve some search for an activity which is important to the boy, though perhaps not to you, and through which he can discover that taking responsibility in the present will lead to future accomplishment and happiness.

This question about the interests of a thirteen-year-old boy opens up a much larger question—that of the interrelation between a child's growth and the outside demands made upon him. To this there is no simple answer. It will depend in part upon the parents' own attitudes toward tasks and other activities and in part upon their knowledge of child development. Perhaps if you concentrate somewhat less upon each specific task and somewhat more upon the gains James makes week to week and month to month, you'll find your own attitudes changing—and your problem a good deal less baffling!

PAGE FROM THE PAST

Diggers in dusty archives sometimes turn up surprising rewards. Here is an excerpt from the annual report of the secretary and treasurer of the town of Foxboro, Massachusetts. The statement is dated March 1, 1852.

"Of meetings for parents and teachers, of which quite a number have been holden during the winter, your committee would be pleased to speak; but they are admonished that the remaining space to be occupied by this report forbids their doing so, further than the recommendation that they be more frequently held, and are sustained as among the best means of securing the welfare of the schools.

"There must be greater cooperation of parents with teachers; the former sustaining the latter in their labors, working with them as far as they can, and sharing then in their active interests and duties, before our schools can be made anywhere near what they should be. What but good teachers, with parents faithfully cooperating, has made School No. 4 what it is?"

Sandra and the Safety Zone

The distance between sidewalk and street is only a matter of inches, but for a little child it can be a matter of life and death. Quietly but firmly parents can teach very young children to romp only at a safe distance from the curb.

LAST SPRING I watched a mother teach a two-year-old child to keep off the street. She did it in three days, without either spanking or scolding.

I was sitting on my veranda when I saw my next-door neighbor, Mrs. Roberts, and her two-year-old Sandra. From the conversation I gathered that the mother was preparing her daughter to play near the street.

Several neighborhood children were playing not far away. One little girl darted from the sidewalk after her ball. Her mother screamed at her to keep off the road. I was confident that my neighbor's method would be different. It was.

Leading Sandra down to the sidewalk, Mrs. Roberts pointed to a tree at the edge of my lawn. "You mustn't go past this tree," she said.

Then, still holding Sandra's hand, she led the little girl to the driveway at the other side of the Roberts' property. "You mustn't go any farther than this driveway," she explained.

"If you leave the sidewalk or go past the tree or the driveway, I'll have to put you in the yard again."

Making sure that Sandra had plenty of things to play with—her wagon, several packing boxes, and a small ladder—Mrs. Roberts went into the house. From where I sat I could see that she had settled down in the sunroom where she might watch her daughter.

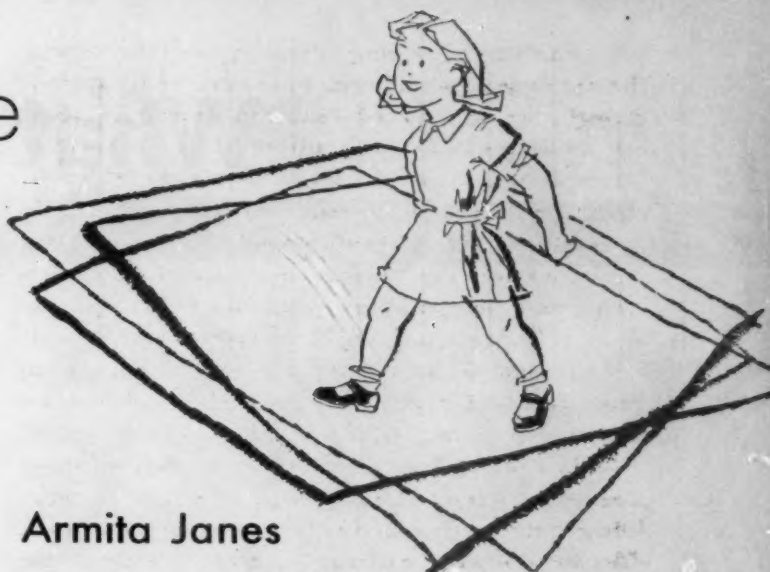
Over the Border

Sandra, feeling strange in the midst of her new freedom, just stood and stared about her for at least ten minutes. Then she began to play with a neighbor's dog. At the sound of a whistle the dog left Sandra. Boundaries forgotten, the little girl ran after him. Immediately her mother came out of the house and brought Sandra back. I heard her saying, "I'm going to put you in the back yard because you went past the tree."

Rattling the gate and wailing that she wanted to get out, Sandra cried broken-heartedly as her mother left.

At the end of three minutes the mother came out of the house and said cheerfully to her little girl, "Let's go and look at the tree and the drive again, to help you remember."

Left alone again, the little girl carefully turned her bicycle around as she came close to her own driveway. This time she rode up and down within the prescribed limits until she spied a pile of fresh grass lying at the roadside. Running over to the curb, she bent to pick up



Armita Janes

a handful, and one tiny foot slipped down on the road. That was all.

Out of the house came Mrs. Roberts at once. Walking over to Sandra, she took her by the hand. As she led Sandra into the back yard, I heard her carefully explaining about the boundaries again.

As before, Sandra was confined to the back yard—but for only three minutes. Then she was brought back to the sidewalk again.

Several times that afternoon I saw the little girl walk up to the curb to look at something lying at the roadside, but not once did she step off the sidewalk. Whatever lay there was not as precious as her new-found freedom. Nor did she forget the boundaries again that day. Even so, I noticed that her mother never left her seat by the window.

For the next three days, Mrs. Roberts brought Sandra out each morning, repeating the same instructions that she had the first day. In the excitement of play Sandra forgot often, but each time she did she was taken away from the sidewalk. Her mother never failed to explain to the child why she was put in the back yard.

Later Mrs. Roberts confided to me that during those first three days, she let her housework go. Her meals were not ready on time. She concentrated all her time and energy on teaching Sandra how to play near the street.

Widening Freedom

That was six months ago. Sandra's boundaries have gradually been extended. Her mother never has to go frantically in search of her daughter, nor have I ever heard Mrs. Roberts scream at Sandra to come away from the road.

Withdrawing Sandra's freedom when she disobeyed worked far more effectively than would scoldings or spankings. Sandra learned to stay away from danger and play within certain boundaries because she soon discovered that if she didn't, she was confined to the back yard. After the freedom of the sidewalk the back yard has little appeal for a two-year-old.

Those days spent teaching Sandra to play near the street have brought Mrs. Roberts a peace of mind that few mothers enjoy. She knows whatever happens on the street in front of the house, Sandra will be safe because Sandra has been carefully taught.

Armita Janes is a Canadian wife and mother who writes stories for and about children and articles on child care. Mrs. Janes has two daughters, aged one and four.

What Does a

School

Guidance

Specialist

Do?



© Chicago Public Schools

More and more schools are setting up a counseling service—a place where children can come for help with tough decisions. What kind of person can boys and girls expect to find when they walk into the counselor's office with their mixed-up feelings, their pent-up hopes, and the long, long questions of youth?

PHYSICIANS define a specialist as one who has his patients trained to be ill during office hours. Unfortunately a school guidance specialist can't do that. His office hours are very often those of a country doctor. And whether his title is "director of guidance," "counselor," "school psychologist," or something else, he has certain definite functions apart from those of other members of the school staff.

In the first place, he has had specialized training in addition to that required of teachers, supervisors, or administrators. In most states, however, the counselor must have had teaching experience as a prerequisite to guidance work. That is probably good. If he is to work in schools he needs a teacher's-eye

John C. Cass

view both of teaching and of students, teachers, and administrators.

To begin with, then, the guidance specialist is a qualified teacher, with a major in some field of education and probably a bachelor's degree. The majority of states also require a master's degree or its equivalent in the special field of guidance.

We may get some inkling of what a specialist in guidance is expected to know and to do by looking at certification requirements set up by most states.

He must have started out with a basic course—perhaps one called "Principles and Practices" or "Techniques of Guidance" or something similar—that affords a general view of the background and

philosophy of guidance and a dabbling in techniques. This can be, and probably should be, a try-out course, allowing the student to determine whether he wishes to chase this particular rainbow any further.

Next, he must have had courses that enabled him to analyze and understand himself as an individual. What kind of courses help us to understand ourselves and others? Educational measurement is one. We know that each child is different from every other child, and it is our business to find out how much he differs and in what directions and to help him mold his life around these facts. We can never know enough about children. We need every help we can get. A good standardized test is simply one way of finding out a little more about a child.

Not that measurement is the most important instrument of guidance! True, guidance people have sometimes been called "testers," but only because tests and measures are among the more obvious tools they use. Nevertheless the administration and interpretation of tests is a highly technical field in itself. It is practically impossible for tests to be used properly except by those trained in measurement. Only a specialist can select the right ones to fit an immediate problem. Only a specialist can properly interpret the results; in the hands of an unqualified interpreter tests can do more harm than good.

From Knowledge to Insight

The background for understanding an individual requires a knowledge of child growth and development. This knowledge is gained through courses in educational psychology, child and adolescent psychology, abnormal psychology, and the techniques of social case study. Especially important is the capacity for trained observation developed by these courses, since we must learn all we can about the people we are to help. Without courses in measurement and in the analysis of behavior, guidance specialists cannot do a good job of understanding what they see. Indeed there will be many significant things that they cannot ever see.

Some of the best tools available to these specialists are the excellent books that have been written about children's growth. I think, for instance, of two by Arnold Gesell and Frances L. Ilg, *Infant and Child in the Culture of Today* and *The Child from Five to Ten*, and many splendid little booklets put out by national organizations and commercial publishers to help parents and teachers understand children.

The counselor must also have had courses that supply occupational and educational information. Because guidance began as vocational counseling, much that has been written in this field is concerned with occupations. I have five shelves of professional books, and half of them are about careers and education for careers. The volume of these publications, however, is a misleading indication of their importance. Only

a few are about mental health, which I consider a more important aspect of life adjustment.

This business of knowing about the world's thousands of occupations and educational facilities is too big for one counselor; it is a job for a librarian. By the same token it is absurd to think that it can be handled by a teacher who has had no training in guidance. Much harm can be done to young people through the free advice of parents and teachers about finding a lifework.

Our guidance worker must also have a broad knowledge of counseling techniques. These are the skills that separate the amateur counselor from the professional. And this is why no broad program of guidance can exist without the skilled specialist. He is the center, the core of the program, and most of the other areas of guidance exist to furnish him the information he needs to do his work.

He Who Listens, Learns

To say that guidance exists wherever there are moments of casual conversation between staff members and students or wherever teachers hand out lots of unverified advice is to miss the boat entirely. Not one teacher in a hundred can do a good job of counseling without training. (Of course some of the trained ones can't, either.) To say that guidance exists because there is a great deal of testing, big occupational files, and full cumulative records is to miss the very same boat. After a lifetime of practice and study I am just now becoming a fair-to-middling counselor. They say that a good counselor can "listen" more out of a child than he intends to say. I am just learning to listen.

The counselor must know about the administrative relationships of the guidance program. For no program of guidance can function smoothly without planning, organization, and the cooperation of the whole school and the whole community. It takes a good deal of know-how to integrate guidance into a school program, to find scheduled time for it, and to develop helpful skills in teachers, clerks, administrators, and community specialists. Without this supporting cast the guidance counselor is isolated on an island of specialization, able to accomplish about a tenth of the good the community has a right to expect from him.

Research and evaluation procedures are a necessary part of training in guidance. Every guidance program must be founded on rather complete studies of school and community needs. The valuable practices of the school must be differentiated from the less valuable. Because this is a job for the guidance person he must be educated in the techniques of research. Right now studies of the "holding power" of schools are popular—that is, studies of why boys and girls drop out of high school. Heaven knows this research is needed. (Still, some skeptic has remarked



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John S. Carroll, chairman of the Committee on Rural Education, National Congress of Parents and Teachers, discusses a new school book with a young student.

that if no one ever dropped out of school and went to work there would be no one to hire the college graduates.) In this area alone—evaluation and objective study of the school—the guidance specialist will justify his salary.

Personally I believe that a guidance staff needs a specialist in part-time and full-time placement, work experience, and labor relations. Certainly an important part of the life adjustment of an individual is his adjustment to earning a living.

On the other hand, guidance counselors sometimes become more valuable to a school if they can obscure a little the fact that they are specialists. People are sometimes wary of specialists. They say if you need medical help, go to a specialist because he must live. If he gives you a prescription, get it filled because the druggist must live. But when you get the medicine, don't take it; you must live, too. Even as humor this view of a highly skilled and essential profession is both unfair and untrue. However, it does reveal an attitude that a specialist sometimes has to take into account.

There is quite a tendency for teachers to toss all their responsibilities for guidance over to the specialist. Since guidance needs all that every teacher can contribute, this is unfortunate.

Each Plays His Role

Take the field of remedial reading, for instance. Here the guidance specialist has a proper place in selling the idea of reading readiness to primary teachers. He can tell them that many of the slow readers in high schools and colleges are students who

were forced to read before they were ready, back in the first and second grades. He can help select tests and can test for readiness and mental ability, seeing and hearing. But the job of choosing reading materials to fit reading levels, of stimulating the pupils through interesting, low-vocabulary stories, and of teaching individual children in ability groups is primarily the job of other members of the staff. The wise counselor recognizes his limitations.

I have said that one of the important tasks of the guidance specialist is finding out a great deal about individual students. If he doesn't want much of this information lost or wasted, he must see that the pertinent facts about each child are recorded. While the recording of information is primarily a clerical function, it is the job of the guidance specialist to sell the administration on the value of up-to-date individual records.

If he is to expand his usefulness the guidance person should be prepared to handle his own public relations. Guidance has been accepted most readily in places where a good deal of effort has gone into explaining it to the community. Then, too, if he is to work with children he must know about their home backgrounds, their family lives, what their parents want for them. Further, he needs to enlist the aid of parents if he is to accomplish what he is expected to accomplish.

What Guidance Really Is

We have all heard people say that education itself is guidance, that all good teachers do guidance work. This is a shift of word meanings that has very little application to the work of the guidance specialist of today. We have here the same twist of meaning as we might use if we said that because mothers "doctor" the scratches their children bring home from play, all mothers are doctors.

We have also heard guidance defined as a service performed by specialists for serious problem cases. This is certainly one of the jobs of guidance, but guidance cannot be limited to those few. Such a program would miss the great numbers who are potentially maladjusted—those for whom we can do the most.

Then if guidance isn't just what a good teacher does to a child and it isn't just the specialist working with the sick child, what is it? I think we can define it briefly in this way: Guidance is a set of special services to students and schools and communities by a person trained in these services over and beyond his training as a teacher.

John C. Cass has had many years of experience in the profession he here discusses so knowingly. He is now director of guidance in the Maine State Department of Education.



PROJECTS AND ACTIVITIES

Moral and Spiritual Education

Moral and Spiritual Education in Home, School, and Community: A Program Aid for Your P.T.A. is the full title of a new pamphlet just issued by the National Congress of Parents and Teachers in cooperation with the Educational Policies Commission. We here reprint some of the introductory sections of this important publication.

THE AMERICAN PEOPLE have always held the development of moral and spiritual values to be a great and continuing aim of their schools and their homes. Recently, however, parents, teachers, religious leaders, and other citizens across the country have been getting together—sometimes around a discussion table, sometimes at a “workshop,” and sometimes in a home—to seek ways of improving the moral and spiritual guidance provided by the home, the school, and the community as a whole.

There are many reasons for this increased attention to moral and spiritual values. Among them:

1. Recent changes in American life have demanded a fresh understanding of what these values mean and how they can best be learned. Family stability has been shaken by widespread divorces, separations, and the demands of military service. The individual seems lost in complex, large-scale industrial and governmental organizations. Impersonal relationships characterize many of our social and business contacts. Political tensions, the brutal realities of war, and the prospect of military service cause fears and insecurities in adults and youth. Because of changes such as these, the individual must exert greater self-discipline than ever before to adhere to moral and spiritual values.

2. Unusual hazards to healthy moral and spiritual growth beset our young people. False and superficial values are made appealing by high-pressure advertising. Stories of crime, violence, and greed crowd the columns of the newspapers and flash across TV and movie screens. Many adults are devoted to materialistic standards of success. Some public officials betray their trusts. Many citizens teach, by example, habits of civic apathy. So pressing and disturbing are these conditions that adults who work with youth are often astonished not at how “bad” our boys and girls are but rather, in the light of their social environment and adult examples, how so many of them can be so fine!

3. The importance of moral and spiritual values to society, as well as to the individual, has been underlined by the recent struggle with fascism and the current struggle with Communism. As a democracy our internal strength lies not in control by secret police and all-powerful officials but in voluntary allegiance to common ideals. When we falter in our devotion to these ideals, by discriminating against the rights of certain groups or individuals, by curbing freedom of speech or thought, or by compromising principles to obtain a temporary advantage, our moral failures are given international publicity by the Commu-

nist press. At such times the emerging new nations that we hope will choose the democratic way are disillusioned and confused, and even our faith in ourselves is sometimes shaken.

Clearly, our position of world leadership today depends not merely on our great productive capacity and material strength but also on our firm belief in the worth of the individual, in the concept of institutions as the servants of men, in the brotherhood of man, and in the right of all men to seek spiritual fulfillment. These principles must be upheld by our spokesmen at the United Nations, our leaders in government and business, our voting citizens, our soldiers, our students in high school, and our children on the playgrounds.

4. Still another reason for the renewed interest in moral and spiritual values is our greater understanding of how a child grows, how his personality develops, and how he learns. We know much about his physical needs and also about his need for love, his need for respect from others, and his need to progress freely along the path toward maturity. Often his attitudes and behavior will depend upon how well these and other basic needs are satisfied, for “bad” behavior is frequently a sign of emotional disturbance. We know, too, that conscience develops gradually and that a child learns not only by memorizing, by reasoning, and by example but also by practice in choosing, in a variety of situations, what is the desirable way to speak or to act. Modern methods of character education, therefore, demand great skill, understanding, and ingenuity from parents and teachers.

5. Finally, young people themselves are saying that they have not had enough help in learning how to get along with others and in finding a purpose in life. Youth has always been a time for questioning, for seeking reasons behind accepted standards and ideas. We adults, however, have been somewhat slow to realize that we have not been giving, and cannot give, our boys and girls the answers to the many choices confronting them in a rapidly changing world. This inability of ours increases the importance of helping youth develop the values that will guide them in making the necessary moral decisions for themselves. . . .

In Your Community

Every citizen, parent or not, has a stake in the moral and spiritual development of the children in his community and in the way his community influences that development. He has a stake in whether or not the child whose parents are both working has any place to go from the time school lets out until his parents return home. He has a stake in whether or not community pressures are exerted upon teachers or the board of education to keep discussion of controversial subjects out of the classroom. He has a stake in whether or not the community supports cultural activities and honors honest achievement or whether,

on the other hand, it tolerates poverty, crime, and corruption.

Parents and teachers share a special concern for the way youth develop. Working together, they can strengthen the moral and spiritual education provided by home and school. Working together, they can direct community attention to conditions that influence the values taught by the community. The parent-teacher association, a partnership of parents and teachers, is an ideal vehicle for such cooperative action.

The National Congress of Parents and Teachers has set the stage with its three-year program outlining action for "Better Homes, Better Schools, and Better Communities." Have you studied it? How will your P.T.A. take up the challenge?

What Are the Values We Uphold?

The Educational Policies Commission has said, "By moral and spiritual values we mean those values which, when applied in human behavior, exalt and refine life and bring it into accord with the standards of conduct that are approved in our democratic culture."* It answers the question, "What things are good?" by enumerating ten moral and spiritual values.

- | | |
|--|---------------------------|
| 1. Human personality — the basic value | 5. Devotion to truth |
| 2. Moral responsibility | 6. Respect for excellence |
| 3. Institutions as the servants of men | 7. Moral equality |
| 4. Common consent | 8. Brotherhood |
| | 9. Pursuit of happiness |
| | 10. Spiritual enrichment |

First in the list is the supreme importance of the *individual personality*. This is declared to be basic, with all other values dependent on it. Thus if the individual personality is supreme, it follows that each person should be responsible for his own conduct; that institutions are the servants of mankind; that mutual consent is better than violence; that the human mind should be liberated by access to information and opinion; that excellence in mind, character, and creative ability should be fostered; that all persons should be judged by the same moral standards; that the concept of brotherhood should take precedence over selfish interests; that each person should have the greatest possible opportunity for the pursuit of happiness; and that each person should be offered the emotional and spiritual experiences that transcend the materialistic aspects of life.

These are values in which Americans, in general, believe or which they accept as the traditional foundation for the American way of life. There are, nevertheless, wide variations in how far these values are accepted or practiced among individuals and among different communities or groups. Many would suggest ways of expressing these or similar values that would be more acceptable to them. Every community would benefit from facing critically the question, "Which moral and spiritual values are important to our particular community?"

Your P.T.A. might well begin a study of moral and spiritual values in home, school, and community by discussing and identifying specific values. Do not merely copy the Educational Policies Commission's list or accept it uncritically. Use it as a starting point, or later as a checking point, for your discussion of questions such as these: What moral and spiritual values are most important? Which ones need special emphasis in our homes and schools?

**Moral and Spiritual Values in the Public Schools*, p. 3.

The pamphlet *Moral and Spiritual Education* is available from the National Congress of Parents and Teachers and from the Educational Policies Commission. The price is twenty-five cents a copy.

Memo to Our Readers

BEGINNING with the September 1953 issue, the *National Parent-Teacher* will present a series of articles and program guides that bear directly upon the Action Program for the current administration.

This Action Program for Better Homes, Better Schools, and Better Communities was developed and adopted at the fall meeting of the National Board of Managers, held last September. It has been published not only in the *National Parent-Teacher* and the *National Congress Bulletin* but as a separate reprint, which has been widely distributed.

From the reports sent to the state congresses by every local unit we know that the Action Program is being put into effect with results that are already apparent. To assist all parent-teacher associations in carrying out the program at the highest level of effectiveness is the aim of the new series, which will amplify the various recommendations included in the program.

Each article will be prepared by people well qualified to discuss both goals and methods from a sound, constructive P.T.A. point of view. The first article will deal with the section on "Better Homes," giving special emphasis to the purposes of the Expanded Parent Education Program of the National Congress of Parents and Teachers. It is being written by the following persons, who serve on the Expanded Parent Education Program Committee: Mrs. Newton P. Leonard, president of the National Congress; Mrs. Rollin Brown, first vice-president; Ralph H. Ojemann, chairman of the Committee on Parent Education; Esther Prevey, chairman of the Committee on Home and Family Life; and Eva H. Grant, editor of the *National Parent-Teacher*. The increased emphasis that has been given to parent education and plans for still further expansion will be fully discussed.

Each article will be accompanied by a program guide designed for use at general P.T.A. meetings and by study-discussion groups. Tested techniques for adult education will be described as they apply to the specific program guides.

We confidently expect that the new series on the Action Program of the National Congress of Parents and Teachers will be enthusiastically welcomed by parent-teacher members because of its immediate usefulness to their work.



Poetry Lane

The Osprey

A few feathers, tendons, hunger—
That such could bear a thing so high!
Write so rhythmical and so active
Calligraphy upon the sky!

On airy highways of the eagles
The osprey's wings whistle and run,
The ambers of his ardent eyeballs
Brush afire from the sun.

As often upside-down as upright,
His dark shoulders to the world,
He thinks out to the thinnest feather
At his wing-tips wide outcurled.

Defying earth-pull and sleek sculpture
Of the singing, flowing air,
He constructs his own rapt physics,
Winds from himself his spiral stair.

O hunger highest, holiest,
Built of its own wild will to be!
It looks quite through all flesh, all substance,
Pierces deep the indigo sea.

On the very arc of heaven
The osprey bends his appetite,
Falls faster than the feathered arrow
Into the sea too swift for sight.

And up he comes breaking inertia
Into shards of silver around his fish
And goes back to his solitary
Universe that wheels on wish.

—ROBERT P. TRISTRAM COFFIN

Model Mother

Psychiatrists praise her;
Her kinfolk rejoice;
She raises her young
Without raising her voice!

I strongly suspect that
She's fourteen feet tall,
And lives in a zoo
And has no voice at all.

—JEAN SEWELL STANDISH

The Wind Is a Pony

The wind is a pony, with wings, of course,
That plays just the same as any small horse;
He gallops in sand and falls in the mud,
And never remembers to come when he should.

Yet he washes his face and brushes his coat,
And drinks all his milk, and eats all his oat;
And when it is dark, his mother, it's said,
Puts on his halter and leads him to bed.

He's stabled at night on top of my roof.
I hear his faint neigh and the stamp of his hoof;
The creak of his cot is louder than mine,
For it's made of old wire and shingles that whine.

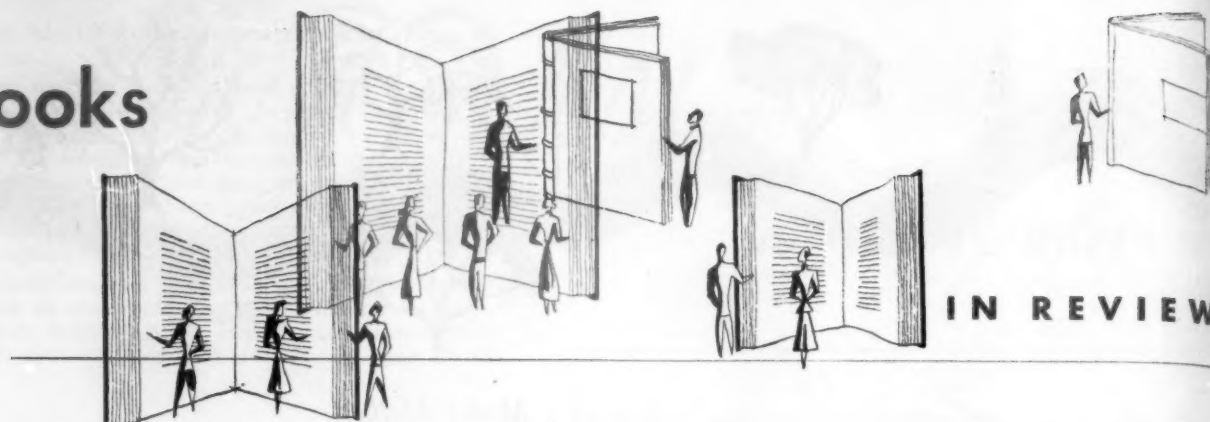
—CULLEN JONES

Moving the Violets

We'll have to take the violets up again,
The violets that I brought from Tennessee
When I was married. I'd no notion then
How many, many times they'd have to be
Moved to a new location. Seems as though
They just begin to flourish in one spot
When something happens, and we have to go
To someone else's place, like it or not.
We thought we'd have our own place now. How grim
Tom looks, at digging the violets up, how glum.
He does his best, and I'm not faulting him,
And maybe, sometime soon, the day will come
We'll plant the violets by a neat front door
And never have to move them any more.

—JANE MERCHANT

Books



IN REVIEW

CHILDREN OF DIVORCE. By *J. Louise Despert, M.D.* Garden City: Doubleday, 1953. \$3.50.

Divorce does not shut the door on problems. The three hundred and fifty thousand couples whose marriages are dissolved in the courts each year can testify to the truth of this statement. Whatever problems divorce puts an end to, it opens the doors to a flock of new ones. But these need not spell disaster, says the author, who is a well-known child psychiatrist. By deepening the understanding of mothers and fathers who are going their separate ways, she hopes to save the marriages of their children—the million and a half whose parents are now divorced and the three hundred thousand who will be added to this number each year.

The first problem is to tell the child promptly that a divorce or a separation has been decided upon. The step may be difficult, but delay will not ease the task. None of the problems that come in the wake of a decree will be easy, especially since they must be faced at a time when feelings run high.

Dr. Despert tells in detail how to safeguard the child through the announcement and the changes that follow. Her vivid reports of children who have experienced divorce show how feelings unsettled by a disturbed family life may be reflected in a child's behavior. However, she carefully points out that the divorce itself is not the root of these ills. Rather they stem from troubled home conditions, conditions that may exist in homes where there is no divorce.

Dr. Despert tells of children of divorce who came to safe shores and of children who found their way to shores that were not so safe. Her sections on the role of the courts and the law in divorce point out how woefully inadequate these are to cope with the problems of sick marriages. In fact, she advises that couples will do well to settle issues of custody and visitation before they come to court.

This sensitive and understanding book about divorce and its effects on children richly deserves a place high on the reading list of all—parents, ministers, judges, lawyers, teachers, counselors, and social workers—whose words and deeds count heavily in the lives of boys and girls.

QUESTIONS PARENTS ASK. By *S. R. Laycock.* Toronto: Ryerson, 1953. 75 cents.

This booklet grew out of questions that came up at home and school meetings, as parent-teacher meetings are called in Canada. But the queries might just as well have been asked by P.T.A. members on our side of the border, for the problems behind them are common to parents and teachers in both lands. They have to do, for example, with allowances, school, comic books, prejudice, sex education, and manners. The author ushers his readers into several homes to show how various families have

worked out solutions. Some of the arrangements he describes here are wise, and some, as he demonstrates, are less so.

The author of this sensible, well-written pamphlet is dean of education at the University of Saskatchewan and director of the division on education and mental health of the Canadian Mental Health Association. Study groups will be particularly interested in the questions for discussion and the suggestions for further reading.

FACTS ABOUT JUVENILE DELINQUENCY. By *Ruth Strang.* Chicago: Science Research Associates, 1952. 40 cents.

In this booklet for teen-agers Ruth Strang begins by asking, "What is juvenile delinquency?" Her answers include definitions by both young people and lawmakers. She then goes on to describe the varying points of view on delinquency held by sociologists, psychologists, psychiatrists, teachers, parents, students, and delinquents themselves. She shows delinquents as children who have met with failure at home, in school, and among their friends; children who suffer from feeling left out, from lack of self-esteem; children who crave excitement. And she shows too how young people move into delinquency from the shadows of unresolved conflicts, from the bleakness of neighborhoods that offer no recreation facilities, and from the poverty of their own inner resources. In summing up, Dr. Strang outlines what communities, parents, schools, churches, and teen-agers themselves can do to prevent delinquency.

Clearly evident throughout are the wide knowledge and rare insight that readers of the *National Parent-Teacher* have come to expect from this child development specialist, director of the 1952-53 basic study course.

DEMOCRACY BEGINS IN THE HOME. By *Ernest Osborne.* New York: Public Affairs Committee, 1953. 25 cents.

Three-year-old Timmy wants to gaze into store windows, but Mother is impatient to hurry home and get dinner ready. Nora wants to stay at the school dance until one in the morning, but Father insists that she be home by eleven-thirty. Brother hands Mother his report card, and she says disconcertingly, "Johnny got all A's. Why can't you?"

Democracy is involved in each of these situations, asserts the author. For to him democracy is more than a set of beliefs about things political. It is a set of attitudes toward people, a way of thinking and feeling and acting. And these attitudes parents can instill in children very early in daily living under the family roof. Just how to go about doing it is the subject of this pamphlet.

The author, a widely known authority on parent education and regional consultant in parent education for the National Congress of Parents and Teachers, has written a lively and practical guide to democracy in the home, highlighted by piquant and comically grim drawings by Robert Osborn.

GAMMA GLOBULIN

FOR POLIO

THE YEAR is swinging into summer, the season when polio cases mount. This year the danger months are somewhat less threatening than in the past, for science has at last found a means of protection against infantile paralysis in *gamma globulin*, that part of the human blood which contains antibodies for fighting disease.

Gamma globulin, known as GG, is not a perfect weapon. The search for that goes on (with promising results, as you read in last month's *National Parent-Teacher*). The protection GG affords lasts only a short time—from one to five weeks after a shot. It has not been proved effective when administered after the onset of polio. Also, it does not offer complete immunity. Some children who received GG during tests last summer did get polio, but these victims were comparatively few and none suffered crippling after-effects. In spite of its shortcomings GG is a weapon, and until a better one is found it will provide important defense.

Unhappily, supplies of GG are still limited. This means that we are going to have to share what is on hand. A plan for doing this was recently announced by the Office of Defense Mobilization. This plan sets aside a certain amount of GG for the prevention and treatment of measles and infectious hepatitis. Doctors have for some time known of the value of GG in these diseases. The amount each state and territory gets for these purposes depends largely on the number of cases of measles and hepatitis during the period from 1947 to 1951. Provisions have been made for additional supplies should there be a flare-up in an area.

How GG Will Be Distributed

The amount of GG set aside for polio has been earmarked for three broad purposes:

About 57 per cent will be distributed to state and territorial health departments. How much GG each state or territory gets will depend on the number of cases of polio reported from that area. Before May 1, 1953, the amounts will be based on the average number of cases reported each year from 1947 to 1951. After that date, states and territories will get additional amounts of GG for each case of polio above a certain minimum. On about July 1 and every two weeks thereafter until October 1, additional allocations will be made, based on the number of polio cases reported during that period.

The health officer of each state or territory has full responsibility for distributing the GG assigned to him.

About 33 per cent of the supply will be kept in reserve for mass community use. To draw from this reserve the state or territorial health officer will apply to the Office of Defense Mobilization.

The remaining 10 per cent will be reserved for emergencies, for research, and for other unusual or special uses.

(Continued from page 16)

they have to know about the world. They have to feel and understand things that we didn't have to feel and understand at all.

You are the people who are preparing the next generation for leadership. And, believe me, it can't be done with fear. Men can never lead if they are afraid, for the leader who is afraid will never be followed.

I've always remembered a story one of my sons told me. He had been in the Marine Corps and in the first Makin Island raid. Some years later he went back with a new group to Makin Island, but this time he went as an observer. All the observers were told that they should follow, not lead. And they did this until they realized that the younger men ahead of them had no leaders because quite naturally they were frightened. Everybody is frightened at first. And my son said to me, "You see, after you've done it enough times, Mother, you get the feeling that if a bullet has your number, it has your number. But until your number is up, you're okay." So, he said, suddenly the observers, who were without fear, found that they were going ahead, and then everybody followed.

We must all have that feeling of confidence if we are to be leaders of the world, the free world. It's a very sobering thought, but it's the thought that we have to bear in mind. We have to have unity; we have to believe in each other. We cannot be suspicious of everybody. Surely there are people among us who perhaps do not believe in the things that we think essential, but I think the vast majority of us are well rooted in the beliefs of freedom.

I think we can stand up against any infiltration or propaganda, but first we must have a feeling of confidence. We must really care about bringing to the people of the world a leadership that is good, a leadership that is strong. I do not mean strong just in a military and economic way but in a spiritual and moral way. If we do have that feeling and can impart it to our young people, I believe we can do this job, the biggest job any nation has ever had. We are at the crossroads. It is up to us whether we move forward—slowly, to be sure, but step by step—to a better world or whether we fail.

What is going to happen? I do not know. If we succeed, it will be because you and I, as individuals, believe in ourselves and in the need to work with our neighbors throughout the world. I think we will hand on to our children a struggle, but a struggle that will give our nation the capacity to lead the world toward peace and righteousness and freedom.

This article was adapted from a speech on "Teachers and the United Nations" given by Mrs. Roosevelt at the recent convention of the Illinois Congress of Parents and Teachers.



Motion Picture Previews

Discussion Films Offer Unlimited Opportunities for P.T. A. Programs

Have you used films to stimulate discussion at your P.T.A. meetings? Many a program chairman shies away from films, mainly because they have too often been used as fill-ins or stopgaps—as ends in themselves. A truly educational film can be an integral part of a program, but rarely can it be the complete program itself. Used as such, it can often fail.

New developments in the production of educational motion pictures have introduced the discussion film, which presents a vivid shared experience. A group of people with a common purpose can analyze and use that shared experience as a point of reference in discussion—and be sure they are all talking about the same thing.

The parent-teacher association is committed to the purpose of carrying on "constructive work for better parent-hood, better homes, better schools, better communities, and, of course, better children." A major part of this purpose is the guidance of young people toward the development of good attitudes, behavior, and character. Many new discussion films are now available to aid in such guidance. One example is *Improve Your Personality*. It can be used by your program committee and parent education chairman as a springboard for a lively discussion of personality development and social behavior, first by panel members and then by the entire group. The following is quoted from the teacher's guide to this interesting film:

The main emphasis of the film is on the meaning of personality. It is arrived at through a careful analysis of the behavior of young people. Through this analysis, insight into behavior patterns is possible. The second main emphasis of the film is on how to improve personality. Here the lesson is simple and direct, but of far-reaching significance. By concentrating your attention on the other person, you begin improving your personality. You begin to control the effect others have on you; you begin to shape the effect you have on others; and you find the common denominator in most general situations—consideration for the other person.

This film, or one of many others, can create a program that is both informative and educational and one that will advance the objectives of your association. Other guidance films, similar in nature, are those concerned with getting along with others, growing up socially, educational guidance, dating, and family living.

The leading producers of guidance and other discussion films will be pleased to suggest titles related to the subjects of your local programs. In addition to suggested films and information concerning sources, you will receive full information about each film recommended, and you will also be given an opportunity to examine the films that seem to be most suitable for your needs.

The educational film has long been accepted as a powerful medium of communication. It can help you build more effective programs within your association. It can also help improve instruction in your schools—especially when teaching loads are heavier and classes larger than usual. Why not fit it into your program plans?

—ELLSWORTH C. DENT

Director of Distribution,
Coronet Instructional Films

PREVIEW EDITOR, ENTERTAINMENT FILMS MRS. LOUIS L. BUCKLIN

FAMILY

Suitable for children if accompanied by adults

The Girl Next Door—20th Century-Fox. Direction, Richard Sale. Slick and shiny in somewhat garish technicolor, this film follows faithfully the prescribed formula for musical films. The story of a night-club star, whose romance with her cartoonist neighbor is almost broken up by his young son's jealousy, is punctuated by lively though undistinguished song-and-dance numbers. Two cleverly drawn dream sequences (U.P.A. cartoons) add to the general effect of life as it has never been lived anywhere. Cast: Dan Dailey, June Haver.

Family	12-15	8-12
Musical comedy	Musical comedy	Possibly
fans	fans	

It Happens Every Thursday—Universal-International. Direction, Joseph Pevney. A young newspaper reporter and his wife buy a small-town weekly, sight unseen, to escape the city's frantic pace. Upon their arrival at Eden, California, they discover that the *Archive* is only a worn-out news sheet dependent upon a ramshackle press that breaks down every Thursday. Their struggle to build a successful newspaper finds them as busy as before, active in church socials, P.T.A. meetings, and scout troops. An entertaining, well-acted comedy with natural, occasionally witty dialogue. Cast: Loretta Young, John Forsythe.

Family	12-15	8-12
Entertaining	Entertaining	Yes

The Lady Wants Mink—Republic. Direction, William A. Seiter. And the lady gets minks, hundreds of them, in this gay comedy about a housewife's determination to achieve her heart's desire. Her attempt to raise minks results in the loss of the family's apartment and her husband's job, but she immediately buys a dilapidated farm, which children and parents work wholeheartedly to rehabilitate. Tucked into amusing scenes of country living and mink raising—a profession that the husband eventually takes to like a duck to water—is a happy little moral. Direction and acting are warm and believable, and the script is more meaningful than in many light comedies. Cast: Ruth Hussey, Dennis O'Keefe, Eve Arden.

Family	12-15	8-12
Good	Good	Yes



Joel McCrea and Jimmy Hunt in a poignant scene from *Lone Hand*.

Lone Hand—Universal-International. Direction, George Sherman. Joel McCrea has added another to his list of appealing, wholesome westerns such as *Cattle Drive*. We see this melodrama unfold through the eager eyes of the hero's motherless son. After the man and his boy have traveled west to settle upon a farm in Missouri, the father remarries. The child's love and trust are soon strained, however, when he suspects that his father has joined a band of robbers. His highly developed sense of honor points up the suspense-filled plot and the logic of the surprise ending. Human relations are attractively portrayed. Acting and directing are good. Cast: Joel McCrea, Barbara Hale, Jimmy Hunt.

Family 12-15 8-12
Good western Good Excellent

Penny Princess—Universal-International. Direction, Val Guest. A light, nonsensical comedy, done in operetta style, has to do with the adventures of a one-time Macy's salesgirl who inherits the tiny bankrupt country of Lampidorra. Her efforts to put the little kingdom upon a paying basis through the sale of a native and highly unusual cheese are amusing. Attempts at political satire are a bit strained, but on the whole the effect is colorful and pleasantly zany. Cast: Yolande Donlan, Dirk Bogarde.

Family 12-15 8-12
Entertaining Entertaining Yes

Pony Express—Paramount. Direction, Jerry Hopper. Buffalo Bill and Wild Bill Hickok lend glamour and excitement to a highly fictionalized account of the origin of the Pony Express. Replete with all the gadgets of the traditional western, the film includes every possible way of fighting the Indians, innumerable trigger encounters between good and bad pale-faces, and fatalities galore. There is considerable brutality, but since the two Bills are easily the best marksmen around, good conveniently triumphs over evil. In fact, it hits you on the head, for *Pony Express* does not contain a trace of subtlety in script, dialogue, or direction. Cast: Charlton Heston, Rhonda Fleming, Jan Sterling.

Family 12-15 8-12
Western fans Western fans Yes

Scared Stiff—Paramount. Direction, George Marshall. Dean Martin and Jerry Lewis have dragged much old and routine material into their latest farce about "hot and cold running gangsters" and a mansion of horrors reminiscent of Lon Chaney and Boris Karloff. Such dated claptrap handicaps the team's youthful vigorous talents, since their best efforts, *That's My Boy* and *The Stooge*, have been in the vein of fresh, contemporary satire. A young previewer says, "It is only fair to mention that the capers of the infectious Jerry are very amusing and prove . . . a saving grace." Cast: Dean Martin, Jerry Lewis, Elizabeth Scott, Carmen Miranda.

Family 15-18 8-12
Fair Fair Yes

Water Birds—RKO. Direction, Walt Disney. Mr. Disney believes that nature offers the world's most fascinating actors, and he proves it in his distinguished series of True Life Adventures, of which the exquisitely photographed *Water Birds* is the latest Academy Award winner. Skilled and endlessly patient cameramen look for personality in the animal world and, though scrupulously truthful, dramatize with sympathy and humor the small incidents of daily living. We see the plover using the broken-wing technique while a hawk hovers near, and a runaway chick flees back to the nest. Particularly dramatic is the extraordinary wedding dance of the western grebe in the "wooing lagoons of the northern marshes." *Water Birds* is thirty minutes of sheer enchantment in which myriads of strange and fascinating creatures disport themselves on the fringes of the sea, along mountain streams, or in marshes from the Arctic to the Torrid Zone. Request your theater managers to show this film and others in the series which includes *Seal Island*, *Beaver Valley*, *Nature's Half Acre*, *The Olympic Elk*, *Water Birds*, *Bear Country*, *Prowlers of the Everglades*.

Family 12-15 8-12
Excellent Excellent Excellent

ADULTS AND YOUNG PEOPLE

Bandits of Corsica—United Artists. Direction, Ray Nazarro. A darkly romantic, violent melodrama about a group of Corsican patriots who banded together to overthrow a cruel dictator. In particular it is the fantastic tale of brothers who were born Siamese twins and severed by a surgeon's knife. Cast: Richard Greene, Paula Raymond.

Adults 15-18 12-15
Fair Fair Fair

The Big Frame—RKO. Direction, David MacDonald. A hackneyed thriller having to do with Scotland Yard's efforts to hunt

down the murderer of an R.A.F. pilot killed in London after a reunion party of his unit. Clumsily plotted and self-consciously acted, with little suspense. Cast: Mark Stevens, Jean Kent.

Adults 15-18 12-15
Mediocre Mediocre Poor

Desert Rats—20th Century-Fox. Direction, Robert Wise. A sensitive yet powerful study of the dogged heroism of a small band of Australian soldiers and their British captain in World War II as they held Tobruk against Rommel's overwhelming forces. For two hundred and forty sweaty, grueling days and danger-filled nights the men used commando techniques to harass the enemy and destroy his morale and supplies. Noteworthy is the fact that we are made to laugh at the enemy, although there is no playing down of the Germans' real military might. Cast: Richard Burton, James Mason, Robert Newton, Chips Rafferty.

Adults 15-18 12-15
Excellent Excellent Good

Invaders from Mars—20th Century-Fox. Direction, William Cameron Menzies. In this comic-book science thriller a small boy is terrified by seeing his parents and friends changed into cruel, robot-like saboteurs, subject to the control of beings from another planet. Although these events are all in a nightmare, the films ends on a note of further horror as the boy, wide awake now, sees on the horizon one of the enemy space ships that had figured in his dream. Unlike the better science fiction pictures, this film sees the problems of an invasion from Mars not as presenting a challenge to man's ingenuity and faith but as leading to the complete overthrow of our highest human values. Cast: Arthur Franz, Helena Carter.

Adults 15-18 12-15
Poor Poor No

Fast Company—MGM. Direction, John Sturges. A hackneyed, slapstick farce about the behind-the-scenes activities of a gyp race track. Cast: Howard Keel, Polly Bergen, Marjorie Main.

Adults 15-18 12-15
Mediocre Mediocre Mediocre

House of Wax—Warner Brothers. Direction, André de Toth. The familiar morbid tale, done in three dimensions, of a mad sculptor replacing lost figures in his wax museum with human models. Vincent Price, no stranger to ghoulish melodramas, is quite at home as the maimed and disfigured madman busily at work in his chamber of horrors. New stereophonic sound, in which voices and footsteps come from the back or the side of the theater, is distracting rather than effective. Dated but still chilling. (Polaroid glasses must be worn.) Cast: Vincent Price, Frank Lovejoy, Phyllis Kirk.

Adults 15-18 12-15
Matter of taste Matter of taste No

I Believe in You—Universal-International. Direction, Michael Ralph and Basil Deardon. A typical British colonial servant is retired at forty because, as he states with wry humor, there aren't enough colonies to go around any more. He seeks and finds equally useful opportunities at home by serving as a probation officer. The adjustment of the pompous yet essentially kindly civil servant to his new profession is treated with warm humor, balancing the tragic portrayal of the unfortunate young people and the pathetic old whom he attempts to help. We also gain insight into the workings of the English probation court. Celia Johnson endows her role of harassed fellow probation officer with strength and rueful tenderness. Cast: Cecil Parker, Celia Johnson.

Adults 15-18 12-15
Excellent Excellent Excellent

Jamaica Run—Paramount. Direction, Richard Sale. Colorful and picturesque Jamaican settings enhance an old-fashioned, romantic melodrama about a decadent aristocratic family and its crumbling "great house." There is a lovely daughter, of course, whom a former English naval officer feels called upon to rescue. This complicated process involves a real estate operator determined to buy the estate, the supposed discovery of an old family will at the bottom of Jamaica Bay, new heirs brought from England, murder, and a huge fire. A good cast acts well in an implausible but smoothly directed escape picture. Cast: Ray Milland, Arlene Dahl, Wendell Corey.

Adults 15-18 12-15
Fair Fair Yes

Justice Is Done—Silver Films. Direction, André Cayatte. A French film that reaches out to mind and heart in compelling fashion. The plot is the classically simple one of a young woman doctor on trial for the mercy killing of her lover. Seven jurors, chosen by lot, sincerely believe themselves to be entirely objective in their judgment of the case. But as they leave the courtroom each day and are drawn back into the

framework of their separate lives, we realize that each must inevitably decide in terms of his own problems. André Cayatte, who both wrote and directed the play, handles his characters with such compassion and loving awareness of their foibles that he seems to be saying that the best form of justice that we have evolved comes from the striking of a kind of balance. The young man who might have changed the verdict learned too late how to pity. On the other side, the woman who had personal reasons for condemning the accused triumphantly transcended her bitterness. English subtitles are used. Cast: Claude Nollier, Raymond Bussières, Michel Auclair, Marcel Perès, Jean-Pierre Grenier, Noël Roquevert.

Adults 15-18 12-15
Excellent **Mature** **No**

Law and Order—Universal-International. Direction, Nathan Juran. In this technicolor western, Ronald Reagan plays a two-fisted gunman who gives up his marshal's badge to marry and settle down but is compelled to resume his authority so as to rid a near-by community of its villains. Cast: Ronald Reagan, Dorothy Malone.

Adults 15-18 12-15
Poor **Poor** **Poor**

Mahatma Gandhi: Twentieth-century Prophet—United Artists. Narrator, Quentin Reynolds. Lovingly assembled from more than ten thousand feet of film taken of Gandhi over a thirty-seven-year period. Here are highlights from the biography of a spiritual and political leader who believed so fully that truth and love are stronger than hate and violence that he insisted on living by that premise. His doctrine of nonviolence, based on loving those that hate, was not inert pacifism but a powerful, disciplined spiritual force. The picture is presented by the Academy of Asian Studies in the hope that it will contribute to better Asian-American understanding.

Adults 15-18 12-15
Inspiring **Good** **Good**

Man in the Dark—Columbia. Direction, Lew Landers. Viewed either as a three-dimensional novelty or as a run-of-the-mill crime story, this adds up to nothing more than a mild shocker. The improbable plot is not helped by poor direction, and the "3 D" illusion may not be worth while for many people because of the effort—and sometimes the headache—involved in wearing polaroid glasses. Spiders, scalpels, and flowerpots thrust at the audience are sensational but so obviously interpolated that they interrupt the action rather than enhance it. Cast: Edmond O'Brien, Audrey Totter, Ted de Corsia.

Adults 15-18 12-15
Mediocre **Mediocre** **Mediocre**

That Man from Tangiers—United Artists. Direction, Robert Elwyn. A stilted, old-fashioned melodrama in which a petulant, spoiled niece runs away from a domineering aunt to marry an adventurer in Tangiers. When he suddenly disappears, she discovers he has used another man's title to marry her. She thereupon bribes the second man to play husband for a month so that she may free herself from her aunt. A flimsy story with odd ethics. Cast: Nils Asther, Roland Young, Nancy Coleman.

Adults 15-18 12-15
Poor **Poor** **No**

Murder Will Out—Tempean Films. Direction, John Gilling. A caustic, subtle British film that uses practically none of the conventional devices of the screen thriller. Called to the scene of a crime and confronted with a number of suspects, a Scotland Yard inspector sensibly concludes that, given enough rope, the guilty person will hang himself. The murder mystery is essentially a study of villainy as the four protagonists—nasty pieces of work, all of them—move to their inevitable downfall with nothing but a gentle prod from the inspector. The musical score provides a haunting background to this tenuous and shallow interplay of personalities. Cast: Valerie Hobson, James Robertson Justice, Edward Underdown.

Adults 15-18 12-15
Sophisticated **Poor** **No**

Pack Train—Columbia. Direction, George Archainbaud. A banal little western in which Gene Autry struggles to get vitally needed provisions through to a small band of settlers. This feat calls for outwitting a woman storekeeper and her crooked friends who hope to sell these supplies at inflated prices to miners in a near-by camp. Cast: Gene Autry, Smiley Burnette.

Adults 15-18 12-15
Mediocre **Mediocre** **Mediocre**

Powder River—20th Century-Fox. Direction, Louis King. Brief glimpses of the magnificent mountains and sparkling waters of Oregon give interest to an otherwise routine film. Rory Calhoun plays one of those bold, invincible upholders of the law with which the West seems to have been so abundantly provided in the last century. When his partner is murdered and

their gold stolen, he accepts the job of marshal in order to seek the killer. Cast: Rory Calhoun, Corinne Calvet.

Adults 15-18 12-15
Mediocre **Mediocre** **Poor**

Salome—Columbia. Direction, William Dieterle. We constantly hear that a picture has been tailor-made for this star or that. Even in this "colossal" age, however, it is an achievement to have one of the most colorful episodes in the New Testament trimmed to suit a motion picture personality—Rita Hayworth. To be sure, there is a rugged portrayal of John the Baptist, his fanatical fervor contrasted with the calm power of the words of Jesus. But the Christian episodes, although treated with dignity, are obscured by emphasis on spectacular, decadent scenes of court life. Charles Laughton enacts a befuddled, pleasure-loving Herod. Technicolor is kind to Rita Hayworth's hair and diaphanous veils. The picture is lavishly produced with smooth direction and good acting. Cast: Rita Hayworth, Stewart Granger, Charles Laughton, Judith Anderson.

Adults 15-18 12-15
Entertaining **Entertaining** **Yes**

The Secret Conclave—Italian Film Export. Direction, Umberto Scarpelli. A reverent, scholarly portrayal of the Conclave summoned in the Sistine Chapel of the Vatican for the election of a pope, and a dignified study of the greatly loved Pius X. The unsparing efforts of "the Pope of peace" to avert World War I were instrumental in breaking down his health, and he died shortly after the outbreak of hostilities. More emphasis on the human qualities of Pius X and less attention to the technical aspects of the papal office might have made this a documentary of wider appeal. Cast: Henry Vidon, Tullio Carminati.

Adults 15-18 12-15
Interesting **Yes** **Yes**

Shane—Paramount. Direction, George Stevens. How actors can create memorable characterizations and make a hackneyed plot come to life under sensitive, intelligent direction is vividly illustrated in this outstanding western. Alan Ladd draws with sensitive strokes the melancholy charm of romantic heroes at their best. The honest, red-faced farmer (played with blunt sincerity by Van Heflin), his loyal wife, and their inquiring little boy, filled with hero worship for the stranger who appears so suddenly, are placed in subtle, delicately balanced relationships. Shane, like every knight of old and every western hero worth his salt, comes to succor and then to move on. The problem between rancher and farmer is dramatically posed and for the most part presented with appealing integrity. Not for children because violence becomes spellbinding when exercised by a beloved hero whose fist fights and shootings are seen through a child's wide, worshipful eyes. Brilliantly directed, acted, and photographed. Cast: Alan Ladd, Van Heflin, Jean Arthur, Brandon de Wilde.

Adults 15-18 12-15
Excellent **Excellent** **Yes**

Son of the Renegade—United Artists. Direction, Reg Brown. An amateurish western in which the hero comes to claim the heritage of his father, outlawed many years before by the sheriff of Red River. Cast: John Carpenter, Lori Irving.

Adults 15-18 12-15
Poor **Poor** **Poor**

Titanic—20th Century-Fox. Direction, Jean Negulesco. A technically expert, occasionally moving dramatization of the sinking of the *Titanic*, the luxury ship destroyed by collision with an iceberg in 1912. We stand with the Greek Nemesis watching the busy actions of doomed passengers and crew—the couple arguing about the education of their children, the unfortunate priest unable to write his parents of his unfrocking, the captain worrying because, with all its luxurious appurtenances, the *Titanic* lacks safety devices and lifeboats. We are compassionate because they symbolize humanity itself facing up courageously to inevitable disaster. Cast: Barbara Stanwyck, Clifton Webb, Thelma Ritter.

Adults 15-18 12-15
Matter of taste **Yes** **Yes**

Young Bess—MGM. Direction, George Sidney. A richly mounted tale of the girlhood of Queen Elizabeth I in which the early scenes suffer from unfortunate discrepancies. For example, Charles Laughton's jovial, semifarcical presentation of Henry VIII is out of key with the sensitive characterization of the little girl brought to court and then sent back to Hatfield after each wife is beheaded. The latter half of the picture is devoted to the sentimental story of a triangular high romance. A star cast, furnished with beautiful costumes and picturesque settings, give interest to a synthetic period piece. Cast: Jean Simmons, Stewart Granger, Deborah Kerr.

Adults 15-18 12-15
Fair **Fair** **Yes**

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MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

The Alaskan Eskimo—Excellent for all ages.
Bar Country—Excellent for all ages.
Destination Gobi—Excellent for all ages.
The 5,000 Fingers of Dr. T.—Possibly frightening for young children; older children, young people, and adults, excellent.
Miwatka—Good for all ages.
Peter Pan—Excellent for all ages.
The Silver Whip—Children, tense; young people and adults, good.

Family

Abbott and Costello Go to Mars—Children, possibly; adults and young people, Abbott and Costello fans.
Bright Road—Good for all ages.
Call Me Madam—Excellent for all ages.
Candle in the Air—Young children, possibly; young people, matter of taste; adults, excellent of its type.
Crash of Silence (The Story of Mandy)—Excellent for all ages.
Curtain Up—Children, possibly; adults and young people, entertaining of its type.
The Desert Song—Children and young people, fair; adults, entertaining.
The Girls of Pleasure Island—Good fun for all ages.
Gold Town Ghost Riders—Children, mediocre; young people and adults, western fans.
I Love Melvin—Entertaining for all ages.
The Jazz Singer—Entertaining for all ages.
Li'l—Children, good; adults and young people, excellent.
Ma and Pa Kettle on Vacation—Entertaining of its type for all ages.
The Magnetic Monster—Good for all ages.
Never Wave at a Wac—Good for all ages.
Sombrero—Entertaining for all ages.
The Stars Are Singing—Children, yes; young people and adults, entertaining.
Tonight We Sing—Children and young people, yes; adults, entertaining.
Triorama—Interesting for all ages.
Trouble Along the Way—Children, yes; adults and young people, fair.

Adults and Young People

All Ashore—Poor for all ages.
Ambush at Tomahawk Gap—Children, no; young people, poor; adults, western fans.
Battle Circus—Children, yes; adults and young people, good.
Belissima—Children, of limited interest; young people, possibly; adults, good.
The Blue Gardenia—Children, no; young people, poor; adults, matter of taste.
Brave Devil—Children, yes; adults and young people, of limited interest.
City Beneath the Sea—Children, poor; adults and young people, mediocre.
The Clowns—Poor for all ages.
Count the Hours—Children, poor; adults and young people, mediocre.
Cry of the Hunted—Poor for all ages.
Desert Legion—Children, fair; adults and young people, adventure fans.
Desperate Search—Mediocre for all ages.
Dream Wife—Children, sophisticated; adults and young people, excellent.
Face to Face—Excellent for all ages.
The Forty-ninth Man—Children, no; young people, tense; adults, fair.
Girls in the Night—Children, possibly; adults and young people, fair.
The Glass Wall—Excellent for all ages.
Glory at Sea—Good for all ages.
Gun Smoke—Children, poor; adults and young people, western fans.
The Hoaxsters—Children and young people, yes; adults, thought-provoking.
I Confess—Children, yes; adults and young people, excellent of its kind.
Jeopardy—Children, possibly; adults and young people, tense thriller.
The Juggler—Children, mature; adults and young people, of unusual interest.
Julius Caesar—Excellent for all ages.
The Man Behind the Gun—Western fans, all ages.
Man on a Tightrope—Children, mature; adults and young people, very good.
Martin Luther—Children, mature; adults and young people, thoughtful semidocumentary.
Jack McCall, Desperado—Mediocre, all ages.
Maulin Rouge—Children, no; young people, mature; adults, excellent of its kind.
The Naked Spur—Children, possibly; adults and young people, western fans.
Niagara—Children, no; adults and young people, matter of taste.
Off Limits—Children, yes; adults and young people, Bob Hope fans.
Old Overland Trail—Children, poor; adults and young people, western fans.
One Girl's Confession—Children, no; adults and young people, poor.
Point Sinister—Children, no; adults and young people, poor.
The President's Lady—Children, yes; adults and young people, fair.
Problem Girls—Children, no; young people, very poor; adults, poor.
Rogue's March—Children, slow; adults and young people, fair.
San Antonio—Fair, all ages.
Savage Mutiny—No, all ages.
Seminole—Fair, all ages.
She's Back on Broadway—Mediocre, all ages.
Shipper Next to God—Children, no; adults and young people, excellent of its type.
Small Town Girl—Children, poor; adults and young people, mediocre.
The Star—Children, possibly; adults and young people, matter of taste.
The Story of Three Loves—Children, yes; young people, entertaining; adults, fair.
The System—Children, yes; young people, yes; adults, good crime picture.
The Tall Texan—Western fans, all ages.
Taxi—Children, yes; adults and young people, good.
Treasure of the Golden Condor—Good for all ages.
War of the Worlds—Children, no; adults and young people, sensational.
The White Line—Children, mature; adults and young people, excellent.

LOOKING INTO LEGISLATION

THE LIBRARY SERVICES bill is now under way in the Eighty-third Congress. Twelve members of the House, six Republicans and six Democrats, introduced identical bills, which have been referred to the House Committee on Education and Labor. In the Senate, nine Democratic and Republican senators sponsored the one bill, S.1368. It has been referred to the Senate Committee on Labor and Public Welfare.

The 1953 Local Public Health Units Act was introduced into the Senate by Senator Saltonstall, for himself and six other senators, members of both parties. The bill, S.994, has been referred to the Committee on Labor and Public Welfare. No companion bill in the House has been introduced at this writing.

A measure that has great significance for grants-in-aid has been introduced by Senator Taft and is designed "to establish a commission on governmental functions and fiscal resources." Its passage is practically assured, and when accomplished it will no doubt freeze any forthcoming social legislation until the newly established commission reports on its study of federal-state relationships.

This particular measure reflects the strong and growing conviction that there is confusion and wasteful duplication of functions and administration in many of the programs that now share federal and state funds. A sincere study of all programs that are listed under "federal aid" is justifiable.

The bill states that the commission shall consist of twenty-five members, fifteen appointed by the President of the United States, five appointed by the president of the Senate from among members of the Senate, and five by the speaker of the House from among members of the House. The bill further states that a report shall be made to the President for transmittal to the Congress not later than March 1, 1954, and that six months after the transmittal of the report the commission shall cease to exist.

The National Congress of Parents and Teachers has emphasized the fact that all programs involving federal and state funds must provide for a maximum of local control. We shall watch with great interest the progress made by the commission in its study of programs important to children and youth. Perhaps this time next year a whole new vista of plans particularly interesting to us will unfold. In the meantime we shall be watchful; we shall keep a listening ear; and we shall try to observe with seeing eyes, as we look into legislation!

—MARGARET E. JENKINS

National Chairman, Committee on Legislation

PX POST EXCHANGE

Dear Editor:

In "What's Happening in Education?" April issue, Mr. Boutwell mentioned a plan by a Professor Forkner to grade our teen-agers not only on their skills but also on dependability, honesty, and so forth. On the surface it seems a good plan, but there is one fault with it in my eyes. The teen-agers' ability in typing and other skills will not change over the years except in the natural course of improvement through experience. Our physical skills generally do not deteriorate except in old age or through illness or accident. Therefore those whose typing in school was good can usually be expected to be good at typing all their working life. . . .

On the other hand, the characters of our teen-agers have not reached maturity. . . . There are millions of boys and girls on whom such a plan would work a tremendous injustice. Many of us who are dependable, steady workers now were giddy, irresponsible—perhaps even dishonest—while in our teens. For example, I cannot believe that the boys who were branded as dishonest by West Point because they cheated on an exam will be that way all their lives. The very experience may have been of sufficient impact to bring about a major change in character and temperament. . . .

And the mirror has two sides. There have been, over the years, a great number of stories in the newspapers of some trusted employee being caught in embezzlement—to the shock of all who ever knew him. . . .

Our basic weaknesses and strengths of character do not always show up during our teen-age days. What is a slight tendency at seventeen might by the age of thirty become not only a settled habit but the very foundation of character. And what seemed like outstanding characteristics can as easily disappear altogether. Still, a man judged according to a record made in his youth would be neatly pigeonholed for life.

I would much prefer to see our youth grow up free—free to prove himself, to develop naturally without being artificially branded. . . .

MRS. JOHN H. BLIGH, JR.

Kirkland, Washington

Dear Editor:

After reading the condensation of *The Many Lives of Modern Woman* I placed a copy in the hands of each of my three young married daughters. The reason was twofold—to give them something to think of in the future when their families are beginning to grow up and to justify my own past activities as my family grew up.

MRS. E. D. KIPP
Magazine Chairman, New Mexico
Congress of Parents and Teachers

Albuquerque, New Mexico

Dear Editor:

The book condensation *The Many Lives of Modern Woman* . . . seems to me very worth while. . . .

The point is, of course, not whether woman's place is in the home or out of it, but when her proper place is in the home. It seems to me that the book gives an eminently sensible answer: Woman belongs at home most of the time when her children are small, but she is failing her community, her family, and herself if she loses touch

with the outside world to which she must return when her children no longer need all her attention.

I suppose we always like to see confirmation of our own ideas, and so one reason I like the book is that it squares with my own thoughts and experiences. Before my marriage I was a teacher, and after my marriage I taught college classes on an intermittent part-time basis, as the college needed me and as I could manage it with two little boys and my husband's aged parents to look after. . . . Money was not the chief consideration—most of my earnings were spent hiring help—but I "kept my hand in," and it was well worth the extra effort.

For the past four years I have been the chief support of the family while my husband is studying for a Ph.D. degree. . . . This time, of course, our boys are in school. And since now money is my chief reason for working, I hire no household help. Hence it is more difficult to keep up with worth-while reading and with my violin playing. My participation in community life is confined to playing the piano in Sunday school and being a rather inactive member of the P.T.A.

I have found, however, that the life of the mind can still go on. There is a shelf over my sink made to hold a book, and if I told you what I have read in the past five years while I washed dishes, you would think I was boasting. . . . And as a family we have lots of good times.

Thus I have found from my own experience that what Mrs. Gruenberg and Mrs. Krech advocate can be done—not easily, I will admit, but it is worth what it takes.

MRS. T. S. OPPENHEIM

Chicago, Illinois

Dear Editor:

As I opened the April *National Parent-Teacher* yesterday and saw the PX, I thought "Mrs. Grant certainly doesn't need my comments on the March number in appreciation of the book condensation!" But I will tell you that we sold fifteen single copies at the March meeting and could have sold double that number had we been far-sighted enough to get them from you.

Here's to many more book condensations!

The April number is superb in every way.

MRS. M. L. HENRY

Chicago, Illinois

Dear Mrs. Leonard:

I would like to congratulate you on your excellent article, "Foreign Languages for Young America," in the April *National Parent-Teacher* and say I agree wholeheartedly.

How pleased my parents will be when I tell them about this movement! You see, since they came over from Lithuania in 1900 and could not speak English, we children just had to speak their language, and we learned to read and write it at the same time. Today I thank them for this wonderful, valuable knowledge. We never did appreciate the fact that our parents could speak German, Russian and Polish. We know now how educated—in a broader sense—they are, compared with our limited background.

Although my husband and I speak English at home, I am trying to pass on to my six-year-old daughter and eight-year-old son the Lithuanian language—its beautiful songs, folk dances, and of course its delicious foods. . . .

A friend of mine who served three years in Europe remarked on the tragedy of not being able to speak the language of the country where she was stationed, so that she could better understand the people there and help them. . . .

Good luck to you in this excellent movement.

MRS. ANTHONY E. GOLEMBESKI
President, Walter Paton P.T.A.

Shrewsbury, Massachusetts

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Personality in the Making

PARENT EDUCATION PROGRAMS FOR 1953-54

The needs of preschool and school-age children will be considered in a combined study course next year. That is, there will be *one* series of articles devoted to the preschool and school-age period. Each article will discuss the main points of a given topic as they apply to both age groups. Each article, however, will have *two* distinct study course guides—one confined to problems and issues that concern the parents and teachers of preschool children and the other to those that concern the parents and teachers of school-age children. The topics in this combined course are as follows:

SEPTEMBER

Are We "Spoiling" Our Children?

OCTOBER

How Friendly Is Your Child?

NOVEMBER

Temper, Jealousy, and Obstinacy

DECEMBER

How To Distinguish Democracy's Child

JANUARY

Is My Child Normal?

FEBRUARY

Common Sense and Nonsense About Discipline

MARCH

Matter for Young Minds

APRIL

From the Child's Point of View

The general title of the 1953-54 series, which includes the combined preschool and school-age course and a course on the age of adolescence, is *Personality in the Making*. This title was selected to relate the entire parent education program to the Midcentury White House Conference fact-finding book of the same name. The three study guides will be replete with program helps, reading references, and suggestions for appropriate films. Special emphasis will be given to current techniques that have been tested and proved valuable in adult education groups.

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National Parent-Teacher

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